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ABSTRACT

This report documents how the Business/Training Institute of Northwest Iowa Community College and Coilcraft, Inc., of Hawarden, Iowa, worked as partners to establish a basic workplace skills program for Coilcraft's workers. The project goals were to develop and offer a workplace literacy program that would enroll 160 workers and prepare them to use new technology and operating methods and also improve their basic skills in a 15-month basic skills improvement program. Of the 338 Coilcraft employees who started the program, 225 completed at least one of its four instructional blocks (a 66.6% completion rate). Training in basic team skills was provided to 109 workers. At the end of 15 months, participants' grade level changes in reading, math, and writing averaged 1.1, 1.1, and 1.4 years, respectively, and 64 workers completed General Educational Development (GED) testing in at least 1 area (8 completed testing in all 5 areas). Appendixes constituting approximately 90% of this document contain the following: mathematics skills curriculum, glossary, workplace skill building brochure, news releases, individual development plan, comments on the Mid-America Conference, basic team skills materials, team minutes, project-related correspondence and dissemination comments, final budget, milestone chart, quarterly report, final financial status report, and final external evaluation report. (MN)

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ED 388 779

BASIC SKILLS IN THE WORKPLACE

A Partnership Project
of
National Workplace Literacy Program

between

Business/Industry Training Institute
of
NORTHWEST IOWA COMMUNITY COLLEGE
and
COILCRAFT, INC.
of Hawarden, Iowa

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FINAL REPORT

CE 070 162

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TABLE OF CONTENTS

FINAL PERFORMANCE REPORT

Phase I -- Start-Up Project Goals & Objectives

Start Up Project Goal #1	1
Response to Start-Up Project Goal #1	1
Evaluation of Start-Up Project Goal #1	2
Start-Up Project Goal #2	2
Response to Start-Up Project Goal #2	2
Evaluation of Start-Up Project Goal #2	3
Start Up Project Goal #3	3
Response to Start-Up Project Goal #3	3
Evaluation of Start Up Project Goal #3	4

Phase I -- Operation

Operation Project Goal #1	4
Response to Operation Project Goal #1	5
Evaluation of Operation Project Goal #1	5
Operation Project Goal #2	6
Response to Operation Project Goal #2	6
Evaluation of Operation Project Goal #2	7
Operation Project Goal #3	9
Response to Operation Project Goal #3	9
Evaluation of Operation Project Goal #3	9

Team Building/Problem Solving Skills Training	10
Dissemination	11
Distribution	11
Project Observation by Instructional Staff	12
Project Observation by Plant Coordinator/Trainer	12
ESL Training	13
Staff Development	13
Budget Adequacy	13
Documentation of Productivity Increase	14
Methods of Evaluation	16
Evaluation of Assessment Scores	16
Appendices	19

FINAL FINANCIAL STATUS REPORT - Form 269

FINAL EXTERNAL EVALUATION REPORT

FINAL PERFORMANCE REPORT

for

Basic Skills in the Workplace

by

Robert De Zeeuw

WORKPLACE LITERACY GRANT
V198A30015

Phase I

START-UP - PROJECT GOALS AND OBJECTIVES

The project consisted of a three month start-up phase and a fifteen month operational phase. The following were the goals and objectives to be achieved during the start-up phase. A response regarding the activities utilized to achieve each goal and objective follows along with our evaluation of these activities toward meeting each goal.

Start-up Project Goal #1

To establish a Workplace Literacy program that will attract and enroll 160 workers.

Objective 1: 100% of the management will be supportive of the project.

Objective 2: 100% of the elected and appointed labor representatives will be supportive of the project and the goals that will be achieved by the Workplace Literacy project.

Objective 3: Two labor representatives will work with the staff of the project throughout its duration. This will ensure labor involvement and support with all facets of the project.

Response to Start-up Project Goal #1

The start-up phase was initiated at the highest management level in the plant at Coilcraft Inc., of Hawarden. The parent company, Coilcraft, Inc. of Carey, IL, was briefed and in full support of the project. Upon award of the grant, the Plant Manager/Co-Project Director led the promotion and recruitment efforts. Supervisors, management, and key staff were briefed on the project goals and objectives. A strong emphasis regarding the intent of the grant toward meeting long term growth and improvement of Coilcraft's workforce skills was made.

The supervisors, managers, and key staff were encouraged to support the project through release time of workers as well as their cooperation in working with instructional staff in the development of curriculum applied to the workplace.

Supervisors, managers, and key staff were also encouraged to attend the training and personally encourage their production workers.

Evaluation of Start-up Project Goal #1

Support for the project was evidenced by strong continued support by management in terms of release time provided to workers despite consistent demand to meet production schedules due to an increase in demand for the product line. Support was also evidenced by non-production workers that participated in the training.

Plant coordinators were provided informational briefs explaining the program and were able to utilize these to encourage them, as well as workers, to participate. Follow-up contacts with potential trainees were also accomplished through one-on-one contacts by the grant Career Counselor and Plant Training Coordinator.

Start-up Project Goal #2

To establish a Workplace Literacy program that prepares a minimum of 160 workers for making use of new technology and operating methods.

Objective 1: One administrator, one supervisor, and two labor workers will be involved with developing the curriculum and evaluation of the project's activities.

Objective 2: To individualize and customize a training curriculum by incorporating examples of each participant's Job Task Analysis in their training material. A minimum of 160 individuals will receive training in the 15 months, a maximum of 281.

Response to Start-up Project Goal #2

In order to prepare the workers for making use of and participating in skill training, there needed to be a strong emphasis on the development of a curriculum that would meet the needs of the worker to prepare for new technology and operating methods. NCC's instructors were briefed by plant personnel on typical plant expectations and changes in technology requiring a higher degree of thinking skills. Instructional staff were scheduled briefing times to develop a better understanding of the changing technology as well as examples of production floor documents, math requirements, and communication skills needed. The instructional staff then utilized this information to develop a well-balanced curriculum in the basic skills of reading, writing and math. Problems utilizing realistic production floor calculations were interwoven into the math curriculum (*Appendix 1*).

Evaluation of Start-up Project Goal #2

This goal's success is evidenced by the additional development of a "glossary of terms" for each job (*Appendix 2*), a "mechanical reasoning and ability" test for new hires, and a math test for specific job openings as well as assorted curriculum. Lead time between employment of instructional staff and Phase II was found to be short in terms of developing customized curriculum. This, however, was put to our advantage because we allowed the instructional staff of the basic skills training the time and funds to continually update and improve their curriculum during the four sequential blocks of training. This was most beneficial to the workers, which led many of them to take several classes. As a result, the outcome was a far superior curriculum. Also in cases where a given subject was taught by two different instructors due to shift changes and staff availability, we allowed the instructors to share curriculum but yet individualize as best seen fit. By the end of the Phase II training period, we had met our goal of 160 individuals receiving training.

Start-up Project Goal #3

To establish a Workplace Literacy program that encourages 160 workers to participate in the basic skills training that will be offered at Coilcraft, Inc. within the next 15 months.

Objective 1: To increase information available to workers about changes in technology or operating procedures by publishing one newsletter a month and five articles (one each quarter). The newsletters and the articles identifying changes and technology within the workplace will be offered throughout the duration of the project.

Response to Start-up Project Goal #3

In order to establish a program that would encourage workers to participate in the basic skill training, several facets were utilized. Early in Phase I, a brief was developed (*Appendix 3*). This brief was placed in the hand of every Coilcraft employee during the promotion, outreach, and recruitment stage. The brief primarily provided answers to the following questions?

- What is Workplace Skill Building?
- How will this project benefit you?
- What will this project provide?

The Plant Manager/Co-director and the Project Coordinator set up an off-site meeting to review the concept and goals of the grant, utilizing the brief to explain details and answer questions. New hires, after the initial promotion, were provided a brief in their employment packet. The Plant Trainer/Coordinator then briefed these new employees in the availability of the basic skill training. Although due to the size

of the company, a monthly newsletter does not exist, a central bulletin board was utilized for periodic news items and items of interest regarding the project (*Appendix 4*).

Evaluation of Start-up Project Goal #3

The success of the goal is evidenced by this time in Phase I that over 243 workers had taken the pre-assessment and had individual development plans (*Appendix 5*) in place. Workers were counseled for areas of interest and at that time, 35 workers expressed interest in pursuing a GED. In addition, a basic computer literacy course and basic electronic literacy course was in the planning.

Phase II

OPERATION

Phase II of the project will be a 15 month program operation and evaluation phase during which services to individuals will be provided. The goals and objectives to be achieved during Phase II are:

Operation Project Goal #1

To recruit and enroll 160 individuals who need improvement in the basic workplace skills and to develop for each individual an Individual Development Plan.

Objective 1: To recruit and enroll no fewer than 160 workers and no more than 281.

Objective 2: To provide individual counseling and prepare initial Individual Development Plans for 160 enrolled workers. Individual Development Plans will be offered to the remaining 121 workers.

Objective 3: Refer participants for whom the basic skills improvement or GED program is not appropriate, to the trainer/coordinator for help in exploring other educational and training options.

Response to Operation Project Goal #1

While the promotion, outreach and recruitment stage was addressed in the start-up phase, the hiring of instructional staff was initiated. As part of the recruitment stage, an attempt was made to provide as much interaction with the workers and instructors as possible. Instructors were requested to spend time with production workers in preparation for the development of the curriculum. Work time was provided by supervisors for this development time.

For assessments, the TABE - Level M, was utilized to assess the entire plant including all production, administration and support staff. This was accomplished during work hours for each shift at an off-site setting. There were 243 people assessed at that time (May 1993). Of those, 45 were recommended for training in reading skills, 122 in math skills, and 154 in writing skills. At that time, 2 counselors were providing counseling during the day and after normal hours to encourage more participation. It was at this time that 23 people expressed interest in obtaining their GED. Individual Development Plans were written for each of the plant personnel that were assessed in a one-on-one conversation with a counselor. It was at this time that individual workers expressed interest in other related training such as computer literacy or electronic literacy.

Evaluation of Operation Project Goal #1

One of the major concerns has been an attempt to build a training room on-site. It was necessary to free up production space to do so and this took a little longer than anticipated. An area on the floor was vacated and production machines were moved out of the area with walls put in place, then scheduled to commence basic skill training on July 6, after the holiday.

As part of the staff development process, trainers attended the 14th annual Mid-America Conference in Bloomington, MN, titled "*Blueprint for Success - Educating a Competent Workforce*", and the conference goals were to be very applicable to the literacy program and recommended not only for community college trainers but also for trainers in business/industry, education, and labor. (See *Appendix 6* for comment summary.)

At this point in time, a milestone chart was developed, distributed, and reviewed with the staff (key Coilcraft employees and instructional staff) regarding the goals and timelines necessary to complete the project.

In order to satisfactorily provide opportunities for all employees to participate, a schedule was established that would provide 3 successive blocks of training of 15 weeks each with each session 1 1/2 hours long for each shift, of which there were 3 shifts. With this process, any worker could participate in any or all of the basic skills training during work time, regardless of the shift they were employed in. Due to the intense interest, the floor supervisor did need to limit the number of workers that would be absent from a given area at one time so that the pressing need for

production could be maintained. To serve the production needs, classes would be split and scheduled in sequence. This not only assisted to maintain production, but also provided an improved class-to-instructor ratio for more individual attention.

The first block resulted in 16 scheduled classes with 111 workers being trained: 52 in math, 36 in writing and 23 in reading. Final trained results will be addressed in a later section.

Project Goal #2

To provide individualized job-related basic skills instruction at convenient locations, on a flexible schedule, and to provide the supportive services necessary to assure participant success.

Objective 1: To provide no fewer than 160 workers with job-related basic workplace skills instruction and to achieve at least a 70% successful completion rate as measured by the achievement of Individual Development Plan goals.

Objective 2: To serve, on an open-entry/open-exit basis, 75 workers in the complete basic skills improvement component of the program.

Objective 3: To serve, an open-entry/open exit basis, ten workers in the GED component of the program.

Objective 4: To provide bi-weekly follow-up with each participant throughout the duration of the project and to provide referral for child care assistance to those who request it.

Response to Operation Project Goal #2

Related basic workplace skills instruction was furnished to workers during the normal operation phase of 15 months. During this phase, Coilcraft offered 3 successive blocks of training with each block approximately 15 weeks long. Each class was scheduled to meet 1 ½ hours for one day per week during work time. The number of classes scheduled depended on the interest level for each of the 3 shifts. Generally, daytime shifts required several offerings for the same class due to the enrollment numbers. Classes were generally kept to 10-12 students and were at times as small as 5-6 students. This process allowed the company to meet production schedules as well as allowed the student more access to the instructors for individual attention.

At the end of these 3 blocks of training, during the operation phase, there were 287 starts in basic skill training. Of these, there were 197 course completions for a 68.6% completion rate. Of those taking basic skill training during the normal grant period, there were 18 that took all three offerings (math, reading & writing); 68

completed two of the three offerings; and 75 took only one offering, for 197 course completions. The grant extension #1 allowed funding to offer an additional block (IV) which resulted in a total of 338 starts and 225 completions for a 66.6% completion rate.

Block Summary Chart
of
Starters/Completors

	I		II		III		IV Ext.		TOTAL	
	S	C	S	C	S	C	S	C	S	C
Reading	26	18	23	22	20	12	8	6	77	58
Math	52	34	42	28	29	18	21	10	144	90
Writing	36	23	28	23	31	19	22	12	117	77
TOTAL	114	75	93	73	80	49	51	28	338	225

DROPS	39	20	31	23	113
%	34%	21.5%	38.7%	45%	33.4%

66.6% Completors

* *S Starters*
C Completors

Evaluation of Operation Project Goal #2

Our goal to provide no fewer than 160 workers with job-related basic workplace skill instruction was far exceeded, with 197 completions after the normal grant period and totaled 225 completions at the end of an additional block under the approved 1st extension.

The goal to achieve at least a 70% successful completion rate was 68.6% at the end of the normal grant term and 66.5% at the end of the extension.

Although this was less than the goal by a few percent, one can analyze data and assume a greater success. At the beginning of the training, a major decision was made that any employee taking training but not completing the final evaluation at the end of a block course in either math, reading, or writing skills would be considered a non-completor. After searching the data, we found that:

	Drops	Completed over 50% of class	Completed over 80% of class
Block I	39	8	0
II	20	6	1
III	31	1	0
IV	23	1	0
Total	113	16	1

Based on this data, we could say that an additional 14% received instruction in at least 50% of their classes and over 71% completed 50% or more of their classes.

Regarding objective 2, to serve 75 workers in completing the basic skills program, results may have been offset by the large number of participants and completors beyond the goal of 160 workers. Although by the end of Block IV, which ended all the basic skill training of reading, writing, and math, there were 68 that took all three offerings (math, writing, reading); 70 completed two of the three offerings; and 87 took only one offering, for 225 completions.

During this grant period, the company has experienced a fairly severe turnover in personnel. In addition, they have grown in numbers from 281 workers to over 400. Because of this turnover, there have been new workers entering the training, resulting in a larger number of participants but limiting the number of those participants in more than one skill course.

Based on reports, there were 26 workers that quit work during course participation, which is over 10% of the total course completions.

Regarding objective 3, the goal of serving ten workers in the GED component of the project was far exceeded. Extension #1 set a goal for an additional 5 workers in the GED class. The goal was met as shown:

	Testing Completed
Writing	14
Social Studies	11
Science	12
Literature	14
Math	13
	64

8 students completed all 5 areas
3 students completed 4 areas
2 students completed 3 areas
3 students completed 2 areas

Opportunity was provided for all staff beyond the normal grant period. At the end of the grant, over 10 staff signed up to participate in GED testing. These students were furnished pre-tests, but most failed to follow through with their GED testing. The goal providing an open entry to 15 workers was met.

Follow-up for each participant during the grant period was accomplished through the on-site counselor. Those that dropped classes for 2 sessions were contacted and encouraged to continue. Childcare was available; however, since all classes were during work time there was limited need for childcare.

Operation Project Goal #3

To encourage 281 employees at Coilcraft, Inc. to continue their education so they are prepared to adapt to new changes in technology or operating methods.

Objective 1: Update 160 Individual Development Plans whenever an identified goal is reached, as a means of rewarding the worker and encouraging him or her to continue setting and achieving additional training goals.

Objective 2: To update the Individual Development Plans for 50% of the program participants, who complete the basic skills instruction, to encourage them to continue training through other training programs.

Objective 3: Track 160 participants for one year after their participation in the literacy project and to encourage them to continue their training.

Response to Operation Project Goal #3

As reported in the start-up phase, individual development plans were in place for over 243 workers at the time of pre-assessment. As new workers were employed, each was pre-assessed utilizing the TABE, Level M, assessment tool and an individual development plan placed in their respective file. New workers were counseled regarding their respective assessment scores and their interest in pursuing the basic skill building program. As workers completed their specific course interest, they were presented with certificates of completion and encouraged to seek new goals as part of their individual development plan. Plans were updated as needed.

Coilcraft has been in conference with the College Continuing Education Advisor to set plans for some additional basic skill training on a limited basis as well as exploring advanced level training courses for production workers.

Evaluation of Operation Project Goal #3

Due to heavy production schedules and continual training of new workers, we find this goal to be one of the weakest in terms of ongoing commitment as part of the company personnel. However, there is no doubt the basic skill training has set the stage for a long-term commitment for more quality efforts through training in basic skills, team training, and other advanced courses.

Team Building/Problem Solving Skill Training

A sub-goal of the grant was to train at least 80 people in team building and problem solving skills. A committee was formed in the plant to review and make recommendations on the Basic Team Building Skills materials and resources to be purchased. Basic Team Building Skills training started in the fall of 1993.

At the end of the normal operation phase, there were a total of 9 classes taught to 3 different shifts of employees in "Basic Team Skills" for a total of 109 participants. The courses consisted of 8 sessions at 1 ½ hours each.

An advanced course titled "Leader/Facilitator Training" was taught to 2 groups for a total of 15 participants. Participants were required to satisfactorily complete the Basic Team Skills class first. Class sessions ran for 8-10 weeks for 3 hours each. The class utilized skills learned to select a leader, facilitator and recorder, and actually learned by working on realistic problems in the plant.

Coilcraft specific training materials in team building and problem solving have been developed (*Appendix 7*). Several Coilcraft personnel have become involved in the instructional process. In the fall, one of the Coilcraft technical staff took responsibility for the instruction of all the 3rd shift classes. In addition, the company Quality Control Manager facilitates one training session for each class to provide trainees with practical application of problem solving tools as applied to the company.

Extension #1

At the end of extension #1, an additional 4 classes were taught to 3 shifts of employees on "Basic Team Skills" for an additional 39 participants. This training already exceeded the objectives set in the grant extension ending February 1, 1995, which was an additional 25 employees. Also, the advanced course, "Leader/ Facilitator Training" was completed for another group of 6 participants.

Extension #2

At the end of extension #2 (March 1995 - August 1995), an additional 11 classes were taught to 3 shifts of employees for an additional 132 participants. The advanced course, Leadership/Facilitator training, was completed for an additional 34 employees. Total completors during the grant periods in Basic Team Skills was 280 and 55 for Leader/Facilitator Training.

Coilcraft now has a company-sponsored person that, in addition to normal work duties, had gone through a train-the-trainer program for both Basic Team Skills, and the Leader/Facilitator Skills class. This individual is committed to teach both Basic Team Skills and Leader/Facilitator Skills classes for Coilcraft. The company has contracted with the college for team training beyond the grant period.

Coilcraft, Inc., employees now work together in teams to identify and suggest solutions in the workplace such as process control, rework scrap, and flow of product through the plant. Some evidence of team minutes is shown in *Appendix 8*.

Dissemination

Dissemination was accomplished through various methods; however, most was accomplished through invitation to present at various Workplace Skill Building Conferences.

October 8, 1993 — Iowa Association for Lifelong Learning - Ames, IA
Title: A Workplace Skill Building Project
Presenter(s): Robert De Zeeuw, Project Coordinator
Jerry Klemme, Plant Manager/Project Co-director

February 1, 1994: — League for Innovation in the Community - New Orleans, LA
Title: A Workplace Skill Building Project
Presenter(s): Larry Grubisich, Project Director
Jerry Klemme, Plant Manager/Project Co-director

April 11, 1994: — NETWORK Conference - Baltimore, MD
Title: A Workplace Skill Building Project
Presenter(s): Robert De Zeeuw, Project Coordinator

April 14, 1994: — Missouri Valley Adult Education Association - Rapid City, SD
Title: A Workplace Skill Building Project
Presenter(s): Betty Ruby, Plant Coordinator
4 Instructional Staff

May 16, 1994 — American Society for Training & Development - Anaheim, CA
Title: A Workplace Skill Building Project
Presenter(s): Robert De Zeeuw, Project Coordinator
(*Appendix 9* - Letter of Acceptance)

April 10, 1995 — NETWORK Conference - Nashville, TN
Title: A Workplace Skill Building Project
Presenter(s): Robert De Zeeuw, Project Coordinator
Jerry Klemme, Plant Manager/Project Co-director

Distribution

May — Abstract entered into ERIC's monthly abstract journal, "Resources in Education" (*Appendix 10*)

Several comments and evaluations of the dissemination projects are shown in *Appendices 11 & 12*.

Project Observations from Instructional Staff

I would note the "self-esteem" that was evident with so many of the workers. It has been a year, and I just recently ran into two former students. They wanted classes to begin again. The had learned something. The door was "opened" for many, and because of that "open door", some had the courage and desire to go on to improve themselves, their working habits, and improve their attitude. For some workers, it was the first time some instructor had cared about their achievements and productivity. It was important, I felt, as an instructor, to be out on the floor with the workers to visit, observe and discuss. That exposure allowed classes to flow more smoothly, and helped to gain confidence of the workers. The overall experience was wonderful!

- *Linda Mosher, Literacy Program Instructor*

Project Observations by Plant Coordinator/Trainer

When the presentation was made to the employees that Coilcraft had received the grant and what it would mean to them; they were totally amazed that any company would care enough to apply for this type of grant, let alone receive it.

They also were amazed that the grant was for anyone who worked for the company in any capacity and that they were going to be allowed to do this on company time. The observations that I made through the entire project are as follows:

1. Many employees who thought they could never go back into a classroom and learn again, were very surprised how easy it was. This, of course, was made possible by the wonderful way the instructors dealt with each individual.

2. The employees that participated in the classes realized the more they were able to put into the class, the more they got out of it.

3. Many of the participants used this experience to help stay in touch with their children in order to keep them working in school. Some of them were even able to help with their child's homework.

4. The employees who went on to start and/or complete their G.E.D., the change in them was phenomenal.

5. The final outcome of the project was the fact that even though people were off the job to go to their classes, our production increased.

- *Betty Ruby, Plant Coordinator/Trainer*

ESL Training

In the Coilcraft plant, we have very few employees where ESL training would be appropriate. We hired a staff person to put materials together and give 10 hours instruction to the employees who needed this training.

Staff Development

Staff development was accomplished through various methods. At the beginning of the developmental period, staff were briefed on company processes, methods and shown typical documentation in order to assist the staff with the curriculum developmental process. Staff were provided in-service at the Mid-American Conference on Competency-Based Education & Training. Some of the conference goals were (1) competency-based education & training concepts that work, (2) competency-based management systems, (3) innovative ideas, instructional materials & instructional processes, (4) outcome-based processes, and (5) application of quality principles and techniques. Later in the cycle, the instructional staff not only attended the Missouri Valley Annual Adult Education Conference, but also jointly presented on the success of the project titled, "Workplace Skills Building Project".

Project staff attended both scheduled development meetings in Washington, D.C.

Budget Adequacy

The budget proposal of $303,022.00 was very adequate for the project. There was very little need for movement of funds or little over-expenditure in specific categories. Near the end of the 18 months of the normal grant period, an extension was requested and approved. Reviewing the expenditures after the 19th month report, we had spent 82% of the total budget with a balance of $55,678. The following is a summary of budget expenditures and specific budgeted areas.

End of 18 months	% Expended
Salaries	86%
Benefits	91%
Travel	82%
Equipment	127%
Supplies	109%
Contractual Services	18%
Other	52%
Indirect	100%
Total	82%

Contractual services were minimized with these projects carried out by college secretarial staff, resulting in charges placed against printing supplies.

Equipment expenditures after reimbursement from Coilcraft for local match share reduced over budget expended from 127% to 107%.

At the end of extension #2, 101% of the grant funds had been expended for approved items under the extension. See final budget (*Appendix 13*).

There were 9813 contact hours generated during this project resulting in a local match of $88.317. This was less than the grant application local match which was $108.000. The original estimate for local appears over-optimistic since there were more people trained than the goals and objectives stated; however, few took advantage of all the training opportunities as shown in the evaluation stats. Employee turnover was considered one major factor in the number of courses each employee participated in.

Documentation of Productivity Increases

Company Profile

Coilcraft has been in business since 1948 and is one of 13 Coilcraft plants. These plants are dispersed throughout the U.S. and 6 foreign countries. Coilcraft, Inc., has approximately 325 employees at the Hawarden, Iowa, plant where this project has evolved. Over 90% are hourly employees. The product line is primarily miniature coils called chip inductors. These components are utilized in radios, telephones, pagers, & some industrial equipment. The Hawarden plant is the primary U.S. manufacturing facility.

The Iowa Coilcraft plant has undergone rapid changes in recent years. The primary product line has switched from a labor-intensive, custom-built, manual, task-oriented process to a highly automated, training intensive, machine-oriented process. We used to train a new employee for a specific task and expected at least a fundamental performance in a matter of hours. Now, training is progressive; that is, higher level operations require accomplishment at the lower levels, in appropriate sequence. We train classroom style for several days or more before even allowing a new employee into production.

Needs for the "New" Workplace

Quality requirements are so demanding and the machinery operates so fast that anything less than full competence can produce thousands of dollars of scrap before being caught. In today's market, many customers do not use traditional incoming quality inspection to confirm our quality. Instead, we are pre-qualified as an approved vendor and our product will be installed in many radios before a problem is exposed. Our customers may even hold us liable for costs of repairs. Quality control does not just extend to the obvious inspection attributes of our parts. We have had an equally embarrassing and costly problem when the person who simply applies the label to the package accidentally attached it to the wrong one. It was a very expensive label! Thus training and procedure is important throughout the entire system. Our earlier reliance on a few skilled individuals exposed many weaknesses as our growth required us to bring in both new hires and existing employees accustomed to a traditional environment.

To demonstrate the success of an intensive, coordinated training program in our plant, we can look at some of the recent history of our growth and our corresponding progress. Because our company operates in an extremely competitive market, we do

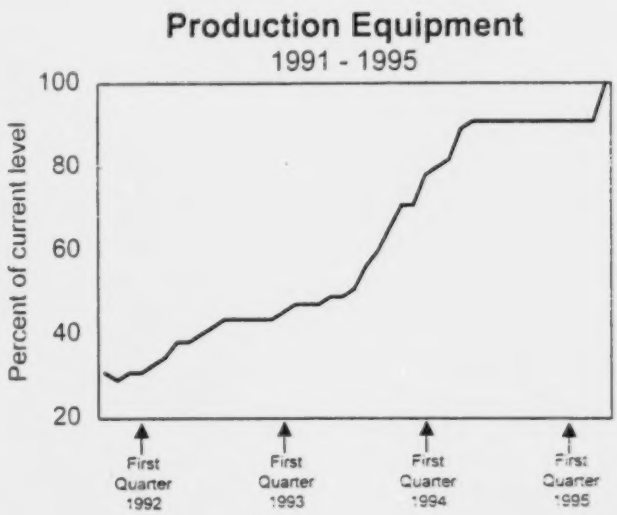
not indicate actual productivity or cost information on these graphs, but they do indicate the dramatic changes that we have seen.

(Employment graph)

When the television industry moved offshore about 1970, our employment dropped from approximately 1000 in our 20-mile "campus" to about 100 or so for over 15 years. We have more than doubled in the last 3 years alone. While the total numbers aren't terribly large, the relative growth could have overwhelmed us, especially since the product line was undergoing conversion and process development at the same time.

(Equipment graph)

We had a corresponding increase in the production equipment which also taxed our ability to hire and train mechanical and technical staff at the same time. Understand that all of Coilcraft's equipment is designed and built in-house, thus during a period of process development, we are using prototypes or prototype clones which do not come with instruction manuals or troubleshooting guides.



Production at our plant has increased dramatically in the past couple of years. At the same time, labor content of our product has continued to be reduced, and this is especially significant because it was done during the sharp increase in employment and also while we took valuable production time for classroom training.

- *Jerry Klemme, Coilcraft Plant Manager*
  Project Co-director

Methods of Evaluation

Progress: The project's organizational goals were enhanced by the early development and utilization of a Milestone Chart (*Appendix 14*). The chart provided a timeline for completion of objectives, activities, and funding required. The management team played an important role in the development, monitoring and completion of this chart. The management team at the early stages met quarterly. Quarterly reports were utilized to document the process (*Appendix 15*).

Evaluation of Assessment Scores

As previously stated, 225 were considered course completors over the 4 blocks of instruction of basic skill training in reading, math & writing. All pre-testing was accomplished using the TABE, Level M. This was primarily a company decision because the assessment instrument was the best indicator of the level desired of their production workers. Since the TABE, Level M assessment only provides grade level correlation to 10.9 G.P.A., some of the workers were unable to show growth. An attempt was made to provide opportunity to these workers to re-test utilizing Level D (12.9 G.P.A. level); however, very little interest was shown. For this reason, as shown in quarterly reports, all employees scoring 10.9 in the pre-test are excluded from this data regarding any progress toward improvement in grade level.

Average grade changes from pre-test to post-test varied greatly on some courses and classes, as shown below.

Block Grade Average Changes

	I	II	III	IV	Avg. Grade Change
Reading	2.2	1.2	1.7	-0.6	1.1
Math	0.7	1.0	1.0	1.7	1.1
Writing	2.5	1.2	1.0	0.7	1.4

An evaluation of these differences is difficult and speculative. There were several readjustments in teaching assignments, considered differences in the percent of drops in different blocks, production schedule demands on the worker, summer class and other possible effects. The following evaluation summary proved average score, scale level and grade level.

WORKPLACE SKILL BUILDING
Evaluation Summary
Block I, II, III & IV

	PRE-TEST			POST-TEST			AVG SCALE INC	AVG GRADE CHG
	AVG %	AVG SCALE	AVG GRADE	AVG %	AVG SCALE	AVG GRADE		
Reading	78.9	732.3	7.0	82.7	752.7	8.1	20.4	1.1
Math	78.1	752.8	7.5	81.9	775.1	8.6	22.3	1.1
Writing	76.4	712.0	7.2	80.1	729.0	8.6	17.0	1.4

Respectfully submitted by Robert De Zeeuw

Robert De Zeeuw
Project Coordinator,
Workplace Skill Building Project

Date 11/20/95

APPENDICES

I	Mathematics Skills Curriculum
II	Glossary of Terms
III	Workplace Skill Building Brochure
IV	News Releases
V	Individual Development Plan
VI	Comments on Mid-America Conference
VII	Basic Team Skills Materials
VIII	Team Minutes
IX	Letter of Acceptance to ASTD Conference
X	Letter of Acceptance for ERIC Clearinghouse
XI	Dissemination Comments (Network Conference)
XII	Dissemination Comments (MVAEA Conference)
XIII	Final Budget
XIV	Milestone Chart
XV	Quarterly Report

MATHEMATICS SKILLS CURRICULUM

I. Mathematics

A. Whole Numbers and Problem Solving

1. Review of Math Operations
2. Problem Solving Skills

B. Decimals

1. Using Decimals
2. Adding and Subtracting Decimals
3. Multiplying and Dividing Decimals
4. Estimating For Problem Solving

C. Fractions

1. Forms of Fractions
2. Comparing Numbers
3. Operations with Fractions
4. Simplifying Fractions Problems

D. Rational and Proportion

1. Rational
2. Proportion

E. Percents

1. What are Percents
2. Solving Percent Problems
3. Percent Word Problems

F. Measurements

1. Standard Measurements
2. Basic Operations with Measurements
3. Metric System
4. Special Topics And Measurements
5. Reading and Interpreting Scales and Meters

G. Graphs, Statistics and Probability

1. Mean and Median
2. Graphs
3. Probability

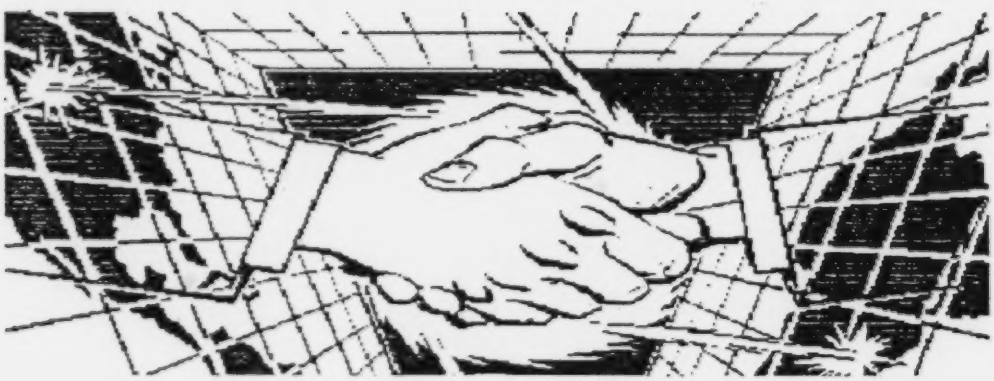
H. Numeration

1. Powers and Roots
2. Order of Operation
3. Formulas
4. Scientific Notation

I. Geometry

1. Angles
2. Triangles
3. Plane and Figures
4. Measurement of Figures
5. Volumes

GLOSSARY OF TERMS
for
Coilcraft, Inc.
of
Hawarden, IA



Developed by NCC Literacy Staff and employees of Coilcraft, Inc. for use

with

Basic Skills in the Workplace

0805 CHIP - .80' in length and .50' in width.

1008 CHIP - .100' in length and .80' in width.

1812 CHIP - .180' in length and .120' in width.

999A - Motorola series that does not require any correlation pieces.

A.Q.L. - (Acceptable Quality Level) - For lot acceptance sampling. Maximum defect rate at which the lot will be accepted.

AIR PEN - Vacuums out debris on a finished reel.

AIR POCKET - Under UV passable, but not really preferred. Not same as void.

ANVIL - Surface on turret machine that supports the chip while it is being bonded.

BELL-SHAPED CURVE - A curve or distribution showing a central peak and tapering off smoothly and symmetrically to "tails" on either side.

BELLY - Space between pads.

BENDER MACHINE - Bending main lead on spring.

BOBBIN - Coil form of transformer.

BONDER HEAD - Tip holder.

BOWL - Holds and dispenses chips.

BURNT PAD - Rejects solder if overheated.

C.P. - For process capability studies. CP is a capability index defined by the formula. CP may range in value from 0 to infinity, with a large value indicating a more capable process. A value near 1.33 is normally considered acceptable.

C.P.K. - For process capability studies. An index combining CP and K to indicate whether the process will produce units within the tolerance limits. CPK has a value equal to CP if the process is centered on the mean specification; if CPK is negative, the process mean is outside the specification limits; if CPK is between 0 and 1, then some of the 6 sigma spread falls outside the tolerance limits. If CPK is larger than 1, the 6 sigma spread is completely within the tolerance limits.

CALIPER - Hand held instrument used to measure materials and chips from all angles.

CAUSE AND EFFECT DIAGRAM - (Fish bone)

BEST COPY AVAILABLE

CERAMIC - Main body of chip.

CHIP - Main body - ceramic base.

CHOKE - End result from turret machine.

CHUCK - Holds chip and chokes as it goes through the bonding process.

COLOR CODE - Identifies part number.

CONTROL CHART - A plot of some parameter of process performance, usually determined by regular sampling of the product, as a function of time or unit number or other chronological variable. The control limits are also plotted for comparison. The parameter plotted may be the mean value of a particular measurement for a product sample of specified size ($\bar{x}$ chart), the range of values in the (R chart), the percents of defective units in the sample (p-chart).

CONTROL LIMITS - The limits within which the product of a process is expected (or required) to remain. If the process leaves the limits, it is said to be out of control.

CORE - Hard cardboard center supporting hub.

CORE GRINDING MACHINE - Grinds center leg to meet inductance.

CORRELATION PIECE - Used to adjust the meter to a known value.

CROSS TURNS - Winds on chip overlapping diagonally.

CUT BONDS - Lead wire cut at neck area.

CYCLE TIME - The time it takes from the beginning of the process until the product is completed and shipped.

DISTRIBUTOR TRAVELER - Contains shop order - P.O. #, part #, quantity, due date, ship to, sold to, and shipping instructions.

ENCAPSULATION - The process of enclosing the top of the chip with U.V. in order to protect the wires and to color code the chip.

F.I.F.O. - (First In, First Out) -

FERRITE - Black core portion of laminated chip and transformer.

FLANGE - Contains and protects chokes.

FLOW CHART - (for programs, decision making, process development) - A pictorial representation of a process indicating the main steps, branches, and eventual outcomes of the process.

GOLD WIRE - Measures the voids in the pick up area of the 1008, 1812, 0805 chips for the .015 size allowed.

GOOD CHIP - Chip bonding.

GRAM PULL TEST - Used to test strength of bond.

GREEN WIRE - Measures the voids in the corners of the 0805 chip for the .010 size limit.

HALF - Left side of encapsulated chip where the 3rd color dot would be placed.

HISTOGRAM - A graph representation of a frequency distribution. The range of the variable is divided into a number of intervals of equal size (called cells) and an accumulation is made of the number of observations falling into each cell. The histogram is essentially a bar graph of the results of this accumulation.

HUB - Fits into core and holds on the flange.

INJECTION MOLDING - Inject plastic around spring.

INSULATION - Coating around wire preventing electrical shortages.

J.I.T. - (Just-In-Time) - Time manufacturing coordinates inventory and production to get away from the batch made of production in order to improve quality.

JIG - Tool used for examining chips.

K. - For process capability studies. A measure of difference between the process mean and the specification mean.

KITS - Variety of parts for research.

L.C.L. - (Lower Control Limit) - For control charts: the limit above which the process remains when it is in control.

L.S.L. - (Lower Specification Limit) - The lowest value of a product dimension or measurement which is acceptable.

LAMINATING - Gluing a ferrite piece and a ceramic piece together to form a chip.

LEACHED - Dip chip in solder until metalizer starts pulling away from the edges of the pads. Pads must be 90% covered.

LEAD - Part of wire which is bonded to terminal pad.

LOT NUMBER - Gives each reel identity.

LUGGAR - Puts lugs into T form.

MEAN - (of a statistical sample) - The average value of some variable. The mean is given by the formula, where 'x' is the value of the variable for the element, and 'n' is the number of elements in the sample.

$$x = \frac{x_1 + x_2 + x_3 \ldots x_n}{n}$$

METALIZING - Metalization applied to pad.

MICROMETER - Measures chips for accuracy.

MICROSCOPE - Magnifying instrument for all aspects.

MYLAR - Protects the bonded chip when it is being rolled up on a paper tape bonder. Also, secures chips in the pockets of the packed finished reels.

OVERSIZED - Measurements are out of specifications - over limit.

P CHART - (Percent Defective) - A control chart for the percentage of defective units. Used for attribute quality control.

PAD TYPE - Solder (2), pre-soldered (3), no solder (b) - side plated pad.

PAPER - Protect choke.

PARETO DIAGRAM - A "bar graph" showing the frequency of occurrence of various concerns, ordered with the most frequent ones first.

PART NUMBER - Identify individual chips.

PERCENT DEFECTIVE - For acceptance sampling: the percentage of units in a lot which are defective, of unacceptable quality.

PICK UP AREA - Point .50 X .80 in middle of encap side.

PICK UP JAW - Removes chip from chuck for bonding. Holds chip for the unloader to pick up.

POCKETS - Hole that secures chip to prevent damage.

POPPED BOND - Loose FM pad/no foot print.

Q.A. - (Quality Assurance) - The function of assuring acceptable quality levels within an organization. This function is the particular responsibility of one or more upper-management individuals who oversee the entire quality function of the organization.

Q.C. - (Quality Control) - The process of maintaining an acceptable level of product quality.

QUADRANT - Right half of chip is divided into two fourths (quadrant). Dot #1 is placed in lower right quadrant and dot #2 is placed in upper right quadrant.

RANGE - The difference between the highest and lowest of a group of values.

RED WIRE - Measures void in the corners of the 1008 and 1812 chip for the .017 size allowed.

REJECT - Not meeting manufactured specifications.

S.P.C. or S.Q.C. - (Statistical Process Control or Statistical Quality Control) - The process of maintaining an acceptable level of product quality by means of statistical methods.

SAMPLE SIZE - The number of elements, or units, in a sampling. The process of selecting a sample of a population and determining the properties of the sample. The sample is chosen in such a way that its properties are representative of the population.

SHIELDING - Putting one wrap of foil, around EE Coil.

SHORT BOND - Bond not 50% across pad.

SIGMA - The standard deviation of a statistical population.

SLEEVE - Only used in slots - 7 & 10 millimeter slots.

SOLDER - Liquid metal (lead) applied to pads.

STAMPING MACHINE - Prints labels.

STANDARD DEVIATION - A measure of the variation among the members of a statistical sample. If a sample of n values has a mean of $\bar{x}$, its standard deviation is given by the formula:

Sigma

$$\sigma = \sqrt{\frac{\sum_{i=1}^{n} (x_i - \bar{x})^2}{n-1}}$$

SUBMERGED BUBBLE - A bubble trapped under the surface of the U.V.

T.Q.C. or T.Q.M. - (Total Quality Control or Total Quality Management) - A management system of integrated controls, including engineering, purchasing, financial administration, marketing and manufacturing, to ensure customer quality satisfaction and economical costs of quality.

TAIL - Excess wire extending past pad.

TAKE UP WHEEL - Receiving wheel from end product at each station.

TAPPER - Taps the chip securely in the chuck.

TENSION GAUGE - Used to measure the wire tension.

TERMINAL PAD - Portion of pad that lead bonds to.

TIP - Tungsten and standard steel - pieces that bond wire to pad.

TISSUE PAPER - Bond smashed too thin - exposed metal.

TORN SPROCKETS - Tear between holes on encap tape.

TRAVELER - Written history of reel of chips (i.e. - part #, color code, winds, etc.)

TUNING WRENCH - Adjust cores that are put into coils.

TURN TABLE - Holds chucks as cycle is completed.

TURRET BONDER - Bonder winds and bonds chips.

TWISTED - Snagged lead, causing bond to twist.

U.C.L. - (Upper Control Limit) - For control charts, the upper limit below which a process remains if it is in control.

U.S.L. - (Upper Specification Limits) - The highest value of a product dimension or measurement which is acceptable.

VARIABILITY - The property of exhibiting variation, changes or differences, in particular in the product of a process.

VOIDS - Exposed areas in encapsulation.

WAFFLED BONDS - Rise on lead wire on pad.

WET CHIP - UV on chip is not dry.

WIRE - Insulated copper strand.

$\bar{x}$ R - (x bar and R chart) - For variable data: control charts for the average ($\bar{x}$) and range (R) of subgroups of data.

METALIZING DEPARTMENT:

BAR MARKS - Mark left in winding area by top bar on the machine.

BROKEN CERAMIC - Piece of pad missing and other parts of chip.

DISCOLORED - Orange marks left on chip by ceramic track. Passable unless on bottom or ends.

EXCESSIVE METALIZER ON PAD - Metalizer running from pad into winding area.

HEADS - Holds the wheel that puts metalizer on the chip.

MAGAZINES - Receives chips to be side-plated.

METALIZER GAP - Side and top metalizing is not meeting.

METALIZER NOT COVERING PAD - Not enough metalizer on pads.

METALIZER ON WINDING AREA - Metalizer found anywhere in winding area.

METALIZER POPPING LOOSE - Metalizer not bonding properly and popping loose.

METALIZER TOO WIDE - Side plating is wider than allowed.

METALIZING - paste applied to ceramic chip side of the end and top.

PUSH ROD - Metal rod of various sizes pushing chips through track.

PUSH TEST - Pounds of pressure needed to push chip off metalized substrait.

SCALLOPING - Metalizer droops on end of chip.

SCREEN PRINT - Leaves pattern of screen on pad.

SHAKER BOX - Box with gate that shakes chips into magazines.

SKIPPING - Side plating allowing ceramic of chip to show through metalization.

SOLDER ABILITY - Test to determine how quickly the solder bands to metalizer.

TAILS - Metalizer dripping down from side plating line.

WHEEL - Puts metalizer on side of chip.

WICKING - Metalizer coming down on side of chip turning into the winding area.

33

"I trust you consider the opportunity to participate in this type of program a valuable one. It will provide you, the employee, with a chance to build on the skills you have brought into our workplace while at the same time allow you to accomplish this on Company time. This investment on the part of all of us will further enhance your ability to move forward in our manufacturing environment."

Jerry Klemme
Plant Manager

A Partnership Project
Funded By
Coilcraft, Incorporated
Northwest Iowa Community College -- Sheldon
U.S. Department of Education
Office of Vocational
& Adult Education

Northwest Iowa Community College is an Equal Employment Opportunity/Affirmative Action Institution

WORKPLACE SKILL BUILDING

Basic Workplace Skills Training to Make Your Job Easier

Coilcraft

Hawarden, Iowa

Northwest Iowa Community College

34

Appendix III

What is Workplace Skill Building?

Workplace Skill Building is a partnership project which combines skills needed to function in a manufacturing environment. The skills included in this project are:

Reading Skills --
Manufacturing Terms

Mathematics -- Workplace Skills
Computation & Measurements

Writing Skills

Team Building --
Learning to Work Together

Problem Recognition and
Problem Solving Techniques

• • •

Workplace Skill Building is a response to employees' concerns and training needs which have been communicated to Company management by employees. Progress made on this project will be communicated to employees on a periodic basis.

How Will This Project Benefit You?

This training will:

- improve your work skills
- provide FREE on-site training during Company time
- increase job knowledge
- strengthen lines of communication within the plant
- help you solve problems on the floor
- explain how your job fits in the total picture
- improve productivity in your own job
- enhance personal and professional growth and development
- give you a better understanding of the manufacturing industry

The bottom line--this training will make your job easier!

Building Skills in the Workplace... Training For Your Success.

What Will This Project Provide?

Employee Training Plans

Training plans which you can incorporate into your own career goals and use to help determine your future training needs.

Glossary of Terms for Each Job

Mechanical Reasoning and Ability

Math Tests for Specific Job Openings

Positive Action Teams

Improved communication between departments and increased cooperation in recognizing and solving problems...leading to higher productivity and quality throughout the plant.

For more information contact:

Betty Ruby
Company Coordinator
Coilcraft Incorporated
712-552-2144
OR
Bob De Zeeuw
Project Coordinator
Northwest Iowa Community College
712-324-5061, ext. 194

Coilcraft

Box 152
Hawarden, Iowa 51023
Ph.: 712-552-2144
Fax: 712-552-2684

TO: Coilcraft Staff

A recent article in a national publication brought out how important our Workplace Skill Building project is. The article condensed says:

> Companies that run well-designed, job-linked literacy programs find benefits flow both ways. Employees gain skills they need to advance on the job and companies get highly skilled workers they need to gain a competitive advantage in the marketplace.
>
> These programs provide opportunities for professional growth; promote quality improvement and customer satisfaction; reduce turnover and the cost of recruiting and training new workers; and improve the employees' morale, loyalty and motivation.

Condensed from Training & Development. September 1993.

Jerry

Jerry

NEWS RELEASE

Northwest Iowa Community College and Coilcraft, Inc., of Hawarden, are dedicated to the idea that quality of life can be improved through continuing education and training. The college has provided support to Coilcraft over the past years in the development of specialized training. One of the challenges facing educators and industries like Coilcraft is need for employees with greater skills. Changes in technology have resulted in new and improved manufacturing techniques which require that employees be able to read and write well, and also possess good math skills.

Striving to meet these needs, NCC recently obtained a federally funded Workplace Literacy Grant. This $303,022 grant provides the funding necessary for NCC to develop and deliver specialized basic skill training to employees at Coilcraft of Hawarden.

This program began at Coilcraft in March with actual training of over 100 employees taking place since July. The grant allows for training at least 160 employees over an 18 month period.

Coilcraft has been instrumental in developing a new training facility at the Coilcraft plant. Other training planned at Coilcraft will encompass team training, electronic literacy and computer literacy.

Coilcraft

Box 152
Hawarden, Iowa 51023
Ph.: 712-552-2144
Fax: 712-552-2684

NEWS FLASH

June 1993

Workplace Skill Building Project

I want to thank each and every one of you for your cooperation in the assessment testing which recently took place. Now that the assessments are completed, the Workplace Skill Building counselors will be meeting with each of you to your Individual Development Plans. We anticipate training to start early July when the training room will be ready.

Jerry Klemme

INDIVIDUAL DEVELOPMENT PLAN
(IDP)

Date:_____

Name:_____

Address:_____

_____

Telephone:_____ Social Security #_____

JOB OR TRAINING GOAL:

Activities **Date**

1. _____
2. _____
3. _____

Comments:_____

_____

_____

BASIC NEEDS:

Activities **Date**

1. _____
2. _____
3. _____

Comments:_____

_____

PERSONAL ISSUES:

Activities **Date**

1. _____

2. _____

3. _____

Comments: _____

_____

_____ **Interested in Positive Action Teams**

GENERAL COMMENTS:

_____

_____

_____

_____ _____

Worker Signature Date

_____ _____

Staff Member Signature Date

WORKPLACE SKILL BUILDING REPORT/EVALUATION ON OFF-SITE WORKSHOPS OR CONFERENCES

This form should be completed AFTER returning from a conference or workshop. Return completed form to the Business/Industry Secretary.

Name of Participant Ken Koch

Title of Workshop/Conference Mid-America Conference on Competency Based Education & Training

Dates of Workshop/Conference June 9-11, 1993

Location of Workshop/Conference Bloomington, Minn

Major Topics Addressed: Competency-Based Education
Outcome based education

Benefits you attained by attending: General overview of Education related to industry. Opportunity to talk with people who are doing education in the work place. Opportunity to see examples of successful Workplace competency-based training.

(Attach additional pages as needed.)

Signature Ken Koch Date June 24, 1993

WORKPLACE SKILL BUILDING REPORT/EVALUATION ON OFF-SITE WORKSHOPS OR CONFERENCES

This form should be completed AFTER returning from a conference or workshop. Return completed form to the Business/Industry Secretary.

Name of Participant Ken Hansman.

Title of Workshop/Conference Mid-America Conference on Competency Based Education & Training

Dates of Workshop/Conference June 9-11, 1993

Location of Workshop/Conference Sheraton Hotel Bloomington Illinois

Major Topics Addressed:

Outcome Based Education is about Preparing Students for life not simply getting them ready for college or employment.

Total Quality Management: Everyone is Focused on Most times doing it means going to the customer! Education all your customers and those needs are satisfied: The New Revolution in Instructional Technology in Education & The Workplace, Competency Based Education.

Benefits you attained by attending:

It helped me to evaluate what I would be doing with Project Literacy It has given me more direction and focus in my work.

(Attach additional pages as needed.)

Signature Ken Hansman Date 6-24-93.

WORKPLACE SKILL BUILDING REPORT/EVALUATION
ON OFF-SITE WORKSHOPS OR CONFERENCES

This form should be completed AFTER returning from a conference or workshop. Return completed form to the Business/Industry Secretary.

Name of Participant Patricia Emerson

Title of Workshop/Conference Mid America Conference on Competency Based Education & Training

Dates of Workshop/Conference June 9-11

Location of Workshop/Conference Bloomington MN

Major Topics Addressed:

Competency-based education
Tech-prep
Solution-Based learning environment
Math/Reading Curriculum

Benefits you attained by attending:

I received valuable information on the concept of CBE. Many ideas were generated, listening to the ideas presented.
Thanks!

(Attach additional pages as needed.)

Signature Patricia Emerson Date 6-25-93

WORKPLACE SKILL BUILDING REPORT/EVALUATION
ON OFF-SITE WORKSHOPS OR CONFERENCES

This form should be completed AFTER returning from a conference or workshop. Return completed form to the Business/Industry Secretary.

Name of Participant Linda Mosher

Title of Workshop/Conference Mid-America Conference on Competency Based Education & Training

Dates of Workshop/Conference June 9-11

Location of Workshop/Conference Minneapolis, MN

Major Topics Addressed: 1. Multi-Faceted Approach to Competency-Based Ed.
2. Student Basic Skill Assessment and Developmental Ed.
3 Composed Based Competency Learning PLATO 2000
4 Multi-Media Based Instruction in Adult Literacy
5. Outcome-Based Ed. Expanded
6. Addressing State Mathematics Competencies

Benefits you attained by attending: many hand-on materials, great, innovative educational goals suggested, concerns of OBE addressed, other great educators were able to share and brainstorm ideas- a meaningful, beneficial conference. (& I have had material sent to me from several people I met at the conference.)

(Attach additional pages as needed.)

Signature Linda J. Mosher Date 6/22/93

WORKPLACE SKILL BUILDING REPORT/EVALUATION
ON OFF-SITE WORKSHOPS OR CONFERENCES

This form should be completed AFTER returning from a conference or workshop. Return completed form to the Business/Industry Secretary.

Name of Participant Betty Ruby

Title of Workshop/Conference Mid-America Conference on Competency Based Education & Training

Dates of Workshop/Conference 6-9-93 - 6-15-93

Location of Workshop/Conference Bloomington, Minnesota

Major Topics Addressed: - The New American Workplace
- Work Keys: A System to Improve the Nation's Workplace
- Efforts to Develop a System of Voluntary National Skill Standards etc. for Business & Industry
- Plato 2000
- Competency-Based Multi Media Instruction In Adult Literacy
- Outcome Based Education

Benefits you attained by attending: Realizing there are many ideas and concerns out there to be shared. I actually walked away with many construction ideas that I would like to implement in our business.

(Attach additional pages as needed.)

Signature Betty Ruby Date 6-23-93

BASIC TEAM SKILLS

THE QUALITY MOVEMENT

Learning Objectives:

(1) Name some steps in the history of the quality movement.

(2) List some of the leaders in the quality movement.

(3) Explain the importance of a quality movement to this country.

(4) List changes often needed for the quality movement to be successful.

HISTORY OF QUALITY MOVEMENT

The quality movement extends back to the 1970's. Back then, the U.S. industries and businesses began to feel the effects of foreign competition. Remember the oil embargo of the late 70's. Prior to that, the typical American failed to see a need for a small fuel-efficient car. Chrysler, GM, and Ford, the big three, made very few fuel-efficient cars. However, the foreign competition, namely Japanese, readily made these available. As these cars were purchased and used, the typical American realized that the quality of their cars was superior. The same effects were seen in other goods manufactured by foreign competition. The Japanese, as well as other foreign competition, absorbed nearly 20% of the U.S. market in some areas. Much of the success of the foreign competition was attributed to a man named Dr. W. Edwards Deming who worked with Japanese industry after World War II.

In the late 70's and early 80's, many American companies, after visiting their foreign competition, started to introduce changes in their systems. These changes were in the form of participative management, quality improvement teams, and utilization of improvements to tools such as statistical process control (SPC).

We all know there are a number of challenges and changes facing this country. None can equal that of the importance of the challenge presented by foreign competition which is resulting in changes in the American economy and the loss of jobs.

Now, many companies in the U.S. realize the need to change and are searching for solutions. They know they are losing their market share to foreign competition, but also a domestic competition that has adapted to the quality movement process. For this reason, companies' business, services and organization need to learn how to utilize and thus adapt the quality improvement process, often called Total Quality Management (TQM).

Some of the leaders of the quality movement in the U.S. in the past years that need to be recognized are Phillip B. Crosby, Joseph M. Juran, W. Edwards Deming, Walter A. Shewhart, and others.

In order for the quality improvement process to be successful, everyone must be involved. For example, in an industrial plant, where only the management is active and the process concept is kept from the production

workers, it will not succeed. On the other hand, if management passes the concept on down to production workers but does not "walk the talk", then the process will falter and fail. The entire process needs to be a team effort, making everyone involved. A part of this course will entail team building skills that are critical to the TQM process.

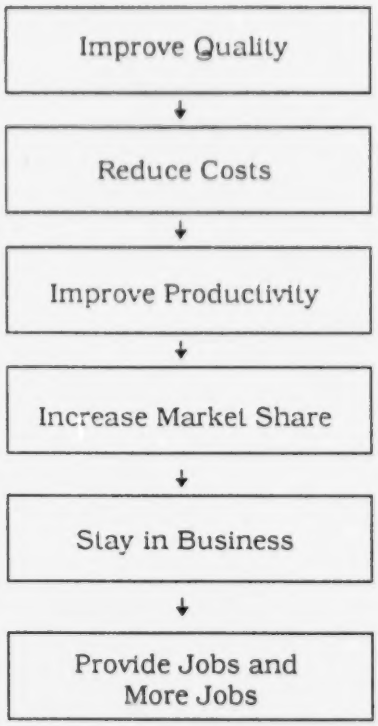
WHAT IS QUALITY? ——— **WHY IS QUALITY IMPORTANT?**

QUALITY IS....

Continuous improvement of systems to produce products and services which meet or exceed customer's expectations and requirements.

DR. W. EDWARDS DEMING'S

"CHAIN REACTION"



QUALITY: The Big Picture

Learning Objectives:

After viewing the video, participants will be able to:

1. Recognize the importance of the total quality concept for the organization.
2. Define three major components of total quality.
3. Recognize that communication and feedback are the forces that drive the total quality process.
4. Identify five benefits of finding out customer expectations and exceeding them.
5. List at least two ways to find out customer expectations.
6. Define the concept of the internal customer.
7. Define the term continuous improvement and explain its relation and importance to the total quality process.
8. List reasons why everyone in an organization needs to be involved and committed to total quality.
9. Recognize the importance of finding the root cause of a problem.
10. Recognize the importance of using the many problem solving tools available.
11. Recognize the importance of having everyone involved in the problem participate in its resolution.
12. Recognize the importance of recognizing each other's accomplishments.

KEY CONCEPTS

1. WHAT IS THE TOTAL QUALITY PROCESS?

The total quality process is the means for achieving quality in an organization. There are three parts to it:

A. Total quality is customer driven:

Find out customers' needs and expectations and exceed them.

B. Total quality is continuous improvement:

Improve every aspect of the organization.

C. Total quality is total involvement:

Each individual in the organization must be totally involved and committed to the quality process.

2. WHAT ARE THE BENEFITS OF TOTAL QUALITY?

- Total quality improves customer service (both external and internal).
- Total quality helps everyone produce top quality work.
- Total quality improves morale.
- Total quality keeps an organization competitive.
- Total quality helps an organization grow.

3. WHAT ARE THE THREE PARTS OF TOTAL QUALITY?

A. *Total quality is customer driven.* To find out customer needs and expectations:

- Ask questions.
- Listen to feedback and try to do what customers want you to do.
- Be open. Feedback isn't always positive.
- Establish formal & informal communication systems.
- Set standards based on feedback. It's the customer's perception of quality that counts.

B. *Total quality is continuous improvement:*

- Since customer needs and expectations keep changing, every aspect of the organization must continually improve to meet those changing needs.
- Continuous improvement depends on training.
- Continually improve systems: plan for quality, establish controls, problem solve, measure results, and overcome resistance to change by getting everyone involved.
- Continuous improvement depends upon effective and efficient supplier relationships (both external and internal).

C. *Total quality is total involvement:*

- Total involvement is total commitment from everyone in the organization--from the highest to the lowest levels.
- Total involvement is working together--individuals and teams.
- Total involvement is knowing the big picture and understanding the value of your own contribution.
- Total involvement is managing your own work--taking pride and ownership in what you do.
- Total involvement is recognizing the accomplishments of others.

QUALITY: THE BIG PICTURE

REVIEW QUESTIONS

1. WHAT IS THE TOTAL QUALITY PROCESS?

The total quality process is the means for achieving _____ in an organization. There are three parts to it:

A. Total quality is _____:

Find out customers' needs and expectations and exceed them.

B. Total quality is _____:

Improve every aspect of the organization.

C. Total quality is _____:

Each individual in the organization must be totally involved and committed to the quality process.

2. WHAT ARE THE BENEFITS OF TOTAL QUALITY?

- Total quality improves _____ (both external and internal).
- Total quality helps everyone produce top _____.
- Total quality improves _____.
- Total quality keeps an organization _____.
- Total quality helps an organization _____.

3. WHAT ARE THE THREE PARTS OF TOTAL QUALITY?

A. *Total quality is* _____. To find out customer needs and expectations:

- Ask questions.
- Listen to _____ and try to do what customers want you to do.
- Be open. Feedback isn't always _____.

- Establish _____ & _____ communication systems.
- Set standards based on feedback. It's the customer's perception of quality that counts.

B. *Total quality is* _____:

- Since customer needs and expectations keep changing, every aspect of the organization must _____ to meet those changing needs.
- Continuous improvement depends on _____.
- Continually improve systems: plan for _____, establish controls, _____, measure results, and overcome resistance to change by getting everyone _____.
- Continuous improvement depends upon effective and efficient supplier _____ (both external and internal).

C. *Total quality is* _____:

- Total involvement is _____ in the organization -- from the highest to the lowest levels.
- Total involvement is _____ -- individuals and teams.
- Total involvement is knowing the big picture and understanding the value of your own contribution.
- Total involvement is _____ -- taking pride and ownership in what you do.
- Total involvement is _____ the _____ of others.

INTRODUCTION TO TEAMS

Learning Objectives:

(1) List reasons for using teams.

(2) List benefits to individuals and organizations.

(3) Define reasons teams are successful.

INTRO

Think about the number of times in your life you have participated in some type of team activity. Some possibilities might be sports teams, music groups, community organizations, church groups, etc. Also think about teams that have been very successful that you may know or have participated in such as baseball, football, or others. What did all of these teams have in common? What things were important for these teams to reach their goal? Your answer might be commitment, teamwork, a good leader, or even a knowledge or skill to help the team succeed. So you probably have had some form of exposure to team training and the skills needed to be successful in a team environment and be an effective team member.

Teams are often defined in different ways, one being called co-efficient, meaning a group that works together efficiently.

William Dyer says that a team is "---a group of people who work together -- to accomplish individual goals effectively and efficiently while simultaneously accomplishing the goals of the team or the organization".

WHY HAVE TEAMS?

The team concept is part of the Total Quality Improvement movements started by such recognized leaders as W. Edwards Deming, Joseph M. Juran, Phillip B. Crosby, and others. An in-depth review of these programs will not be covered here except to emphasize that many organizations are encouraging greater use of teams because of the need to move toward quality improvements. The reason is no one single person or even a group has the ability to handle all that is needed to make continuous improvement decisions to insure success in a competitive business.

Teams of people, like yourself, need to get involved because you know your process or job tasks better than anyone else. It's been proven that teams representing their expertise better know where the problems and opportunities are for improvement in a given process. Listed below are a few of the accomplishments teams have achieved in their respective organizations.

- Improved internal and external customer service.
- Improved products at lower costs.

- Improved processes and systems.
- Lower inventories.
- Shorter lead and response times.
- Higher quality and value for customers.
- Improved customer satisfaction.

Team work is also important to the individual as well as the organization. The team members have the opportunity to be involved and make a difference. Below are a few of the benefits and items of importance to individuals.

- Able to voice concerns and suggestions.
- Develop greater self-esteem.
- A sense of fulfillment and accomplishment.
- Improved work environment.
- Increased employee work ownership.

WHAT MAKES A SUCCESSFUL TEAM??

For a team to be successful, basic criteria needs to be in place.

(1) The team must be appropriate for the assignment.

If the team is not knowledgeable or possess the skills to handle the team mission, then they probably will not be successful. Teams should be assigned to work on projects in areas of their expertise.

(2) A team is the best way to handle the assignment.

Teams that are used for solving problems can produce the best results by a group decision. Often problems need to be or can be best solved outside a team setting. For this reason, utilizing a team needs to be the best and most appropriate method. Successful teams tend to have high potential and high energy. High potential is achieved when people learn and practice the skills to work together. Synergy is created by a group working together in a team setting resulting in the combined energy being greater than the sum of each individual's energy. When people work together, their knowledge and creativity is enhanced.

(3) Support from management with meaningful tasks.

For teams to be successful, they need the support of management. They need to have task assignments that are clear, able to do, and worth doing. As the team progresses through an assignment, the management needs to support the team with encouragement and resources or else the team energy will be reduced and the team will become discouraged and falter.

TEAM DECISIONS ARE NOT:

- ***Based on personal goals***. Team members need to be aware that the intent of teams is to provide a process of improving customer service and systems which will benefit the employee as discussed; however, should not be used to serve personal goals and agendas.

- ***Autocratic***. Autocratic means, according to Webster's Dictionary, "ruling with unlimited authority". If teams need to function with empowerment within a framework of limited authority or chaos will exist in any organization.

- ***Thoughtless***. Along with teams being given empowerment, there comes responsibility and accountability. With this in mind, teams cannot function thoughtlessly -- that is, showing lack of concern for others.

INTRODUCTION TO TEAMS
REVIEW QUESTIONS

1. List possible reasons for using teams in your company.

2. List at least (3) attributes of a good team.

   1)

   2)

   3)

3. Define the term of "co-efficient" when referring to teams.

4. List (3) recognized leaders in the Total Quality Movement.

   1)

   2)

   3)

5. List at least (4) benefits of teams to organizations.

   1)

   2)

   3)

   4)

6. List at least (3) benefits to individuals of teams.

   1)

   2)

   3)

TEAM DEVELOPMENT

Learning Objectives:

(1) Understand and identify the stages of growth teams experience before maturity.

(2) Define the major roles of team members.

(3) List some differences in role responsibilities of team members.

(4) List some types of teams and describe some differences in how they function.

HOW TEAMS GROW!!

Initially when a team is started there is excitement and anticipation for many good things to happen. Teams members want to see changes take place and are eager to see the benefits. Often this stage is one of gaining acceptance by others. In some cases, team members may be asking questions like what is my role, what's expected of me, what skills do I have, etc. Typically, team players are polite and insecure during this stage.

After a few meetings, some problems start to appear. Things are not going as fast as the team members expect and the benefits seem less likely. During this stage, team members need to gain a clearer sense of how they fit and start developing relationships with the other team members. Disagreements and problems between team members need to be resolved. The team needs to know what the goal is for the team and who is responsible for what.

The team needs to evolve to a point where team members start to develop a "team feeling", where they start to feel comfortable working with each other. At this point the team is still struggling but they better realize the expectations management has for them.

Finally the team begins to mature and function. In this stage the team members have achieved cooperation between themselves. The team members are more aware of their collective strength. They are eager to accomplish their goals and ready to move in to the task assignment. A mature team knows a lot has to be done, how, and who will do it. Teams (with proper training) can often tackle complex problems. Teams, however, generally go through some of these stages of development before reaching maturity. Some teams move through these stages faster than others.

ROLES OF TEAM PARTICIPANTS

For teams to be successful, the members need to know and perform individual roles and responsibilities. Although there may be some variations, most teams are made up of the following:

- Team Members
- Team Leader
- Team Facilitator
- Team Recorder

Below are listed some major areas of responsibility for each of the above roles. It is important for new teams to adopt these or a similar form of

Below are listed some major areas of responsibility for each of the above roles. It is important for new teams to adopt these or a similar form of structure in order to be successful. It's especially critical each participant carries out his/her responsibilities or the team will not function well. At times the responsibilities may overlap, however, team members need to agree who will perform each responsibility.

- **Team Members --- Responsibilities**
    - Voice your opinions and ideas.
    - Learn and use team skills.
    - Take responsibility - volunteer.
    - Carry out assignments between meetings (observe, process, gather and analyze data, clarify data, etc.)
    - Be a positive role model.
    - Recommend ideas for agenda.

- **Team Leader --- Responsibilities**
    - Liaison between team and management.
    - Share responsibility with facilitator.
    - Lead the meetings.
    - Train team members.
    - Assign duties.

- **Team Facilitator --- Responsibilities**
  - Prepare for meetings.
  - Guide or coach the team.
  - Keep meetings on track.
  - Insure everyone participates.
  - Stay neutral.

- **Team Recorder --- Responsibilities**
  - Keep historical records.
  - Gather information for meetings.
  - Keeps minutes of meetings.

- **Leader/Facilitator --- Combined Responsibilities**
  - Notify team members when and where meetings are held.
  - Circulate the agenda to all team members and participants.
  - Suggest appropriate tools and techniques the team should use to solve the problem.
  - Meet with managers who are effected by the team decision.

TYPES OF TEAMS

Often teams can be placed into categories depending how they need to be formed. Teams made up of similar members, generally members from the same department or division or similar job functions are called **homogeneous**.

Teams made up of dissimilar members are considered cross-functional because they are generally made up of members from different departments or sections of a company. These teams can be considered **heterogeneous**.

The direction a team is given also defines a team. A team that is highly directed by management in setting the goals or purpose can be considered a "Controlled Team". A team that functions more on its own, perhaps receiving the goal from management, is often considered a "Guided Team". A team that is mature and sets its own goal is called a "Self-Directed Team".

Some teams are established to only be temporary while others are considered ongoing or permanent. It's important that each team understands their purpose, what guidance they can expect from management, and their expected duration of existence. Sometimes teams are made up of only voluntary members and if necessary some members may be mandatory.

TEAM DEVELOPMENT
REVIEW QUESTIONS

1. Briefly define the various stages that a team goes through in the process of growth.

   (a)

   (b)

   (c)

   (d)

2. List (4) possible individual roles that teams may utilize.

   1)

   2)

   3)

   4)

3. Below is a list of team responsibilities. In the column on the left, define which team embers would most often be responsible.

   _____ Historical records

   _____ Liaison between team & management

   _____ Lead the meeting

   _____ Guide or coach the team

   _____ Stay neutral

4. Briefly define the following as referring to teams.

   (a) Homogeneous -

   (b) Heterogeneous -

5. Briefly define the following:

   (a) Controlled team -

   (b) Guided team -

   (c) Self-directed team -

CONDUCTING TEAM MEETINGS

Learning Objectives:

(1) Understand the concepts of pre-planning meeting.

(2) Be able to define meeting ground rules.

(3) Demonstrate a knowledge of the various sections of a successful meeting.

(4) Define various items often found in an open discussion.

(5) Understand the need for a record keeping system.

(6) Be able to discuss and develop an action plan.

GETTING STARTED

During a team's first few meetings, it is very typical for the group to feel very awkward. Many of the team players may be participating in something they may never have done before and perhaps are working with team members they have never worked with before. It's normal for new team members to feel self-conscious and overwhelmed and should understand it will take some time to grow as discussed in the team development section. Team members need to develop various skills. Some of these skills involve planning and conducting a team meeting. Only by practice and experience can a team become proficient at conducting orderly meetings and be proficient with the technical skills of problem solving.

PRE-PLANNING

As discussed in the section, "Roles of Team Participants", the team leader/facilitator usually takes care of pre-planning. Meetings need to be scheduled at times which are convenient to most everyone. Team members need to be notified where and when and the time meetings are to be held. The pre-planning stage requires that the room be adequate in that it will be large enough, with sufficient seating, tables, and required media equipment. Also, the leader/facilitator needs to be sure someone will be taking records during the meeting. Some of the key parts of pre-planning are to:

(a) select meeting time convenient for team members,

(b) prepare the physical setting,

(c) provide needed equipment

SET GROUND RULES

Productive meetings enhance the team concept. Most people dislike meetings and probably need to develop and grow through the stages of team development. As a team develops and matures, it depends on a leader/facilitator to guide them through the process. Few people know the rules as well as have the skills needed to have productive meetings. Teams need to set guidelines at the start of their project. Guidelines will assist the team in ways to conduct meetings, get along, and be productive.

Initially a team should set or have "ground rules". Once the team has their "ground rules" in place, the atmosphere of the meeting will be set. Ground rules address such things as attendance and promptness. Other things teams often list as part of the ground rules are such things as:

- All members are equal.
- No interruptions.
- Follow agenda.
- Behavior.
- Expectations of members.
- Smoking breaks.
- Methods of voting.
- Length of meetings.

OPENING OF MEETING

This portion of the meeting is generally short (10-15 minutes). The length depends on the situation. When a team is new, the time spent may be longer. Often welcome and introductions are in order. This is an excellent time to use an ice-breaker exercise. There are many ice-breakers available which help make team members become more acquainted with each other. Also these help team members relax. These exercises are an excellent method for getting the team to make the transition from the work environment to the team environment.

THE AGENDA

The main content of the meeting takes place during this part of the meeting. The amount of time will vary but it's suggested the total meeting does not exceed an hour to an hour and a half. Every meeting must have an agenda, and a good ground rule is that the agenda is drafted at the previous meeting. Also, the agenda should have been sent to the team members in advance of the meeting. Agendas often take on different forms; however, the main objective is to discuss or accomplish a set of pre-determined topics. Perhaps this is a good time to list some items often found on agendas.

- Purpose of meeting
- List of topics
- Who is responsible for topics
- Timelines needed to discuss
- Action to be taken.

An example of a very basic but typical agenda could be as shown below. As mentioned earlier, agendas may vary in format depending on the need and type of team.

AGENDA

Date: XX/XX/XX

Purpose: To review and improve efficiency in work cell

Topic	Time	Team Member
1. Reduce scrap	15 minutes	Bill
2. Reduce down time	15 minutes	Mary
3. Decrease new set-up time	10 minutes	Joe/Bill

TEAM MEMBER RESPONSIBILITIES

We discussed in a previous section, "Team Members Roles and Responsibilities", and this would be a good time to reinforce this concept. Each meeting needs to have a leader/facilitator who is responsible for keeping the meeting focused and moving ahead. Also each team needs to have a recorder (scribe) to take the minutes of the meeting and keep all records.

CLOSING THE MEETING

At the end of the meeting there needs to be a short time (approximately 5 minutes) to close the meeting. During this time the leader needs to make sure that the minutes are completed, draft the agenda for the next meeting, make sure all assignments are in place, and finally evaluate the progress of the meeting. Evaluating progress is important to the team to help set goals and provide a sense of accomplishment. Often the leader/facilitator will utilize a task responsibility chart, as shown here, to keep records of tasks to be carried out between meetings.

TASK RESPONSIBILITY CHART

Team (Name):	**Date:**
Completed by:	

Item No.	Task	Person Responsible	Date Due	Status

RECORD KEEPING

It's critical for the success of a team to have successful meetings, but also to maintain a good record keeping system. As teams change members, it's important to have historical records so new members can review or find information on past projects and assignments. These records need to be clear and easy to understand.

What records need to be maintained? Keep notes on all decisions and problems discussed at each meeting and who was there. First, all agendas should be dated and saved. Included should be a copy of all reports and handouts associated with a given meeting. If an active list or plan is developed of what will be done, by whom and what time, these need to be filed in an orderly fashion. Shown here is an example of a possible format usable for keeping team minutes.

MEETING MINUTES

Team (Name):	Date:
Recorder:	

Attendees:

1 _____ 7 _____
2 _____ 8 _____
3 _____ 9 _____
4 _____ 10 _____
5 _____ 11 _____
6 _____ 12 _____

Meeting Content:

Old Business

New Business

Action Items

Next Agenda

WRITING AN ACTION PLAN

Action plans or lists often take on different forms. Sometimes a flip chart is utilized just to identify various action items. When listing action items it is suggested that each action item be prefixed with a verb. Use such words as prepare, draft, create, etc. Also, it's suggested that the person(s) responsible be listed after the action item. Timeline and cost are also useful items as action plans. The action plan shown below will provide some ideas toward meaningful action plan development.

COILCRAFT INC.
HAWARDEN, IA

PLAN OF ACTION
WORKSHEET

SOLUTION: Develop an Orientation Process for new and existing employees 3-10-94

ACTIVITY (STEPS)	ASSIGNED TO	DUE DATE	COST
1) Research and create a list of films and videos. Include the following:	RICK	5-01-94	
Cost, delivery cost, time table, and samples			
2) Create a list of posters and literature. Include the following:	GLENN	5-01-94	
Cost, delivery cost, time table, and samples			
3) Obtain examples of other companies dress code and create a rough draft	BETTY	6-01-94	
for a pamphlet to be reviewed by management.			
4) Create a schedule to orientate all existing employees to the new dress	BETTY		
code. (Orientation to be completed within 1 month of previous steps.)			
5)			
6)			
7)			
8)			

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CONDUCTING TEAM MEETINGS
REVIEW QUESTIONS

1. In order for team members to "get started" with successful teams they need to develop:

2. Pre-planning a meeting is generally the responsibility of _____ _____.

3. List at least (5) things of importance to consider when developing ground rules.

   1)

   2)

   3)

   4)

   5)

4. What portion of a meeting is utilized for introduction, a getting acquainted and ice-breaker?

5. The main portion of the meeting takes place during the _____.

6. List below (3) or more items found on an agenda.

   1)

   2)

   3)

7. The _____ needs to be assigned to maintain & record minutes and maintain _____ records.

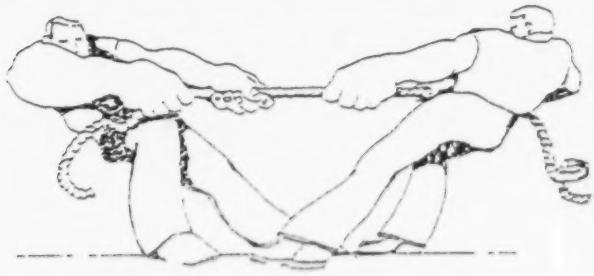
8. T / F Action plans usually provide information such as activity, persons responsible, due date and costs.

DECISION MAKING

Learning Objectives:

(1) To list and define types of decisions that can be utilized for a team environment.

(2) To define advantages and disadvantages.



DECISIONS ARE RARELY SIMPLE OR EASY

One of the key elements of teamwork is the process you and the team use to make decisions. As a team, you need to be aware of decision making methods and decide as a team which method or combination of methods you'll use for decision making. How these decisions are made is the key to teamwork. The decision making process is often broken down into 6 major categories.

(1) Decision by Authority --- Generally the decision is made by someone recognized to have authority, such as a supervisor, manager, board member or even team leader. Usually it's best to involve the team by asking for input prior to making the final decision.

(2) Decision by Default --- Generally is not considered a good process because the decision is generally only one person's idea. Often the

others are apathetic toward the cause and results in a quick but invalid process because of lack of team input.

(3) Decision by Minority Rule --- Few members make the decision for the entire team. This method can be effective if the group making the decision has sufficient data and information and are trusted by the balance of the team. If the majority of members feel intimidated or pressured, the process will not work well and the decision will not be accepted.

(4) Unanimous Decision --- Often called voting, a vote is taken after the issue is examined and all possible solutions or sides are discussed. Then a vote decides the issue.

(5) Decision by Majority --- This type of decision making is probably the most common to most of us. Also called decision by voting, it is accomplished by defining the issue, exploring all possible options and then simply taking a vote. Where there is any disagreement, the issue is resolved by a vote.

(6) Decisions by Consensus --- This is the type of decision making that teams need to strive for. Consensus decision making makes use of the synergy effect by utilizing the teams collective knowledge and creativity to produce innovative ideas. Consensus is a group decision or opinion often called a collective agreement and is not a compromise, but an agreement made by the group as a whole. One can, however, expect difference in opinion in a team atmosphere.

compromise, but an agreement made by the group as a whole. One can, however, expect difference in opinion in a team atmosphere. Team members must share their ideas and opinions and even try to influence others. When everyone communicates and trusts each other, the process allows everyone time to present their ideas. Then the consensus decision making process is the best. This process does, however, often take longer than other processes. Some advantages of this process are the open discussion and participation, ownership, and group cohesiveness.

DECISION BY:	ADVANTAGES:	DISADVANTAGES:
Authority	Quick Implemented easily if decision is accepted by team.	Team may feel decision was made before their chance for input.
Default	Generally a quick method.	Hard to access the quality of decision. Hard to determine team members' opinions. May be due to apathy.
Minority Rule	Works well when team members don't feel pressured. Works well if decision makers have good information.	Implementation may be difficult.
Unanimous Vote	Best type of decision.	Generally not humanly feasible.
Majority	Orderly Quick Generally leads to good decision.	Some members may be intimidated. Minority members may be considered uncooperative. Some win/some lose.
Consensus	Good process. Allows everyone time to have their say and input. Builds ownership. Team becomes committed. Creates group cohesiveness.	Takes more time than majority. Requires good team communication skills. Requires trust. Cohesiveness becomes stronger then decision process.

DECISION MAKING
REVIEW QUESTIONS

1. List the (6) decision making processes and briefly describe some advantages and disadvantages.

1)

2)

3)

4)

5)

6)

DECISION MAKING TOOLS

Learning Objectives:

(1) Develop an understanding of the concept of brainstorming.

(2) Define the basic rules for brainstorming.

(3) Understand how to select a brainstorming project.

(4) Determine methods to multivote a brainstorming list.

(5) Know when to use an Affinity diagram.

(6) Be able to utilize a Cause and Effect diagram.

BRAINSTORMING

What is it?

Teams use various tools and techniques to collect data, analyze information, and make decisions. One of the tools often used is brainstorming and is an excellent tool for making team decisions. Brainstorming is an excellent way of compiling a group of ideas in a short period of time. Successful brainstorming allows people (teams) to be as creative as possible in expressing ideas toward some possible solutions. This process generates enthusiasm, involvement and enhances the "synergy" effect where the sum of all ideas brainstormed by groups are greater than the sum of individual ideas. Generally these ideas are recorded on a flip chart or chalkboard by a group (team) leader/facilitator or recorder.

How is it accomplished?

There are a few rules that one should follow to insure an effective brainstorming session.

(1) Determine the recorder and team facilitator.

(2) Encourage, generate and record as many ideas as possible and record all of these on the flip chart.

(3) Allow everyone to contribute one idea at a time.

(a) No comments or criticism allowed.

(b) Allow "pass" on ideas.

(4) Build on ideas called "hitchhiking".

(5) Encourage quantity --- List all ideas possible. Make sure everyone participating knows the rules and the topic or subject of the brainstorm.

How to select a project

Review the topic to make sure the subject of the brainstorming is clearly understood. Usually using the "why", "how", or "what" question will assist to define the subject. (Example: What are some of the reasons that production workers' attitude, dress and attire lack professionalism?)

MULTIVOTING

Multivoting is a way to take a large list of brainstorming ideas and select the most important or most popular items. This can be done with limited discussion and difficulty. After a list is generated, review the list and combine

items that seem very similar, combine them, however, only if the group agrees they are the same. Then number the list.

Voting can be silently or voiced. Generally, the list can be reduced to a few items that are priority through two or three rounds of voting.

Steps to Voting

(1) Let each member vote for as many items as they choose.

(2) Select the top 1/3 of the ideas picked and re-list.

(3) On round three, let each member have, say 5 votes.

(4) Each participant can cast all five votes if they wish, for one item or spread them around such as 3 votes for one and 2 votes for another item.

(5) Then the top five ideas are voted on. The idea with the most votes is selected.

Obviously there are many variations of the process and one needs to adjust to the process that works best for the project being brainstormed.

AFFINITY DIAGRAMS

What is it?

An affinity diagram is another useful tool and primarily the organized output of a brainstorming session by a team. The purpose is to generate, organize, and consolidate information about an issue or problem. For example, a cross functional team may want to brainstorm ideas about long term improvement goals in the company.

How is it made?

A brainstorming process is initiated by the leader/facilitator. Participants begin by writing individual ideas on a piece of paper, normally a 3 X 5 card. A person may write as many ideas as desired but use a separate card for each. Thru a recorder, they are all placed randomly on a table. With everyone's help, the cards are moved around with similar ideas put into groupings. A group may end up having many cards in it or only one. Then select a title that best represents the theme or main idea of a given group of cards and place it on top of the group. Next transfer the grouping around in an orderly fashion and the information can then be tacked or tapped to a board or written up on a master sheet.

What does it look like?

An example of an affinity diagram is shown here. This affinity diagram was generated from a group interested in total quality team training.

AFFINITY DIAGRAM

What question do you have about team training?

Why is it used?

- To help organized complex problems.
- Help get everyone's ideas.

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CAUSE & EFFECT DIAGRAM

What is it?

A Cause & Effect diagram (C & E diagram), also called a "fishbone diagram" because of its appearance, allows you to identify and make out a list of possible causes or factors that could effect a desired outcome or problem. Invented by Kaoru Ishikawa, and often called an "Ishikawa diagram", it is an effective tool for studying processes and for planning.

The C & E diagram is used to identify possible causes of a specified problem. Using the diagram properly will assist or pinpoint problems at different levels, thus will improve the probability that the root cause of the problem will be identified.

How is it made?

Use the basic rules of brainstorming while building the C & E diagram. Identify the problem (effect) that the team needs to solve, improve, or control. It's important to note here that the problem be defined clearly. The C & E diagram needs to have the major spines of the fishbone labeled. Generally this is organized around the organization; often these major spines take on labels such as operators, methods, material, equipment, and environment. These categories would help identify most major processes but can be modified.

- Operators - People doing the work.
- Methods - How we do things.
- Materials - Supplies, products used.
- Equipment - Machines, repairs, tools.
- Environment - Lighting, safety, our surroundings.

Why use it?

- Help to identify root causes
- Provide a visual picture in a small space.

During the initial steps of brainstorming, all ideas need to be recorded. During this period, the following rules should be adhered to:

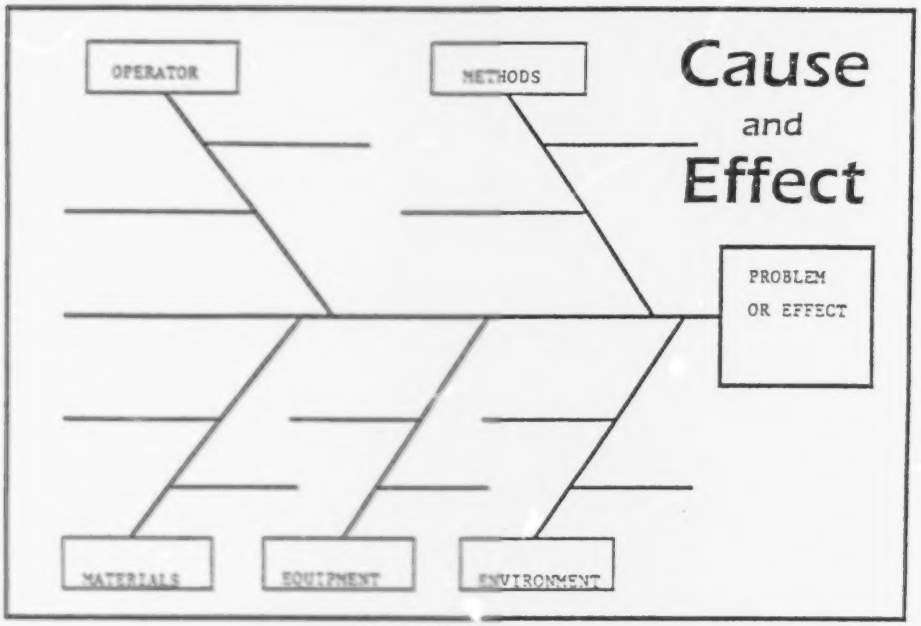
(1) No criticism.
(2) Quantity over quality.
(3) Each person has equal opportunity to express ideas.

Reserve judgment until the team has explored and recorded all possible causes. In the next place, the group or team needs to discuss which causes are least likely to be causing or contributing to the problem. These then can be crossed off the diagram to further simplify the selection for the most likely causes.

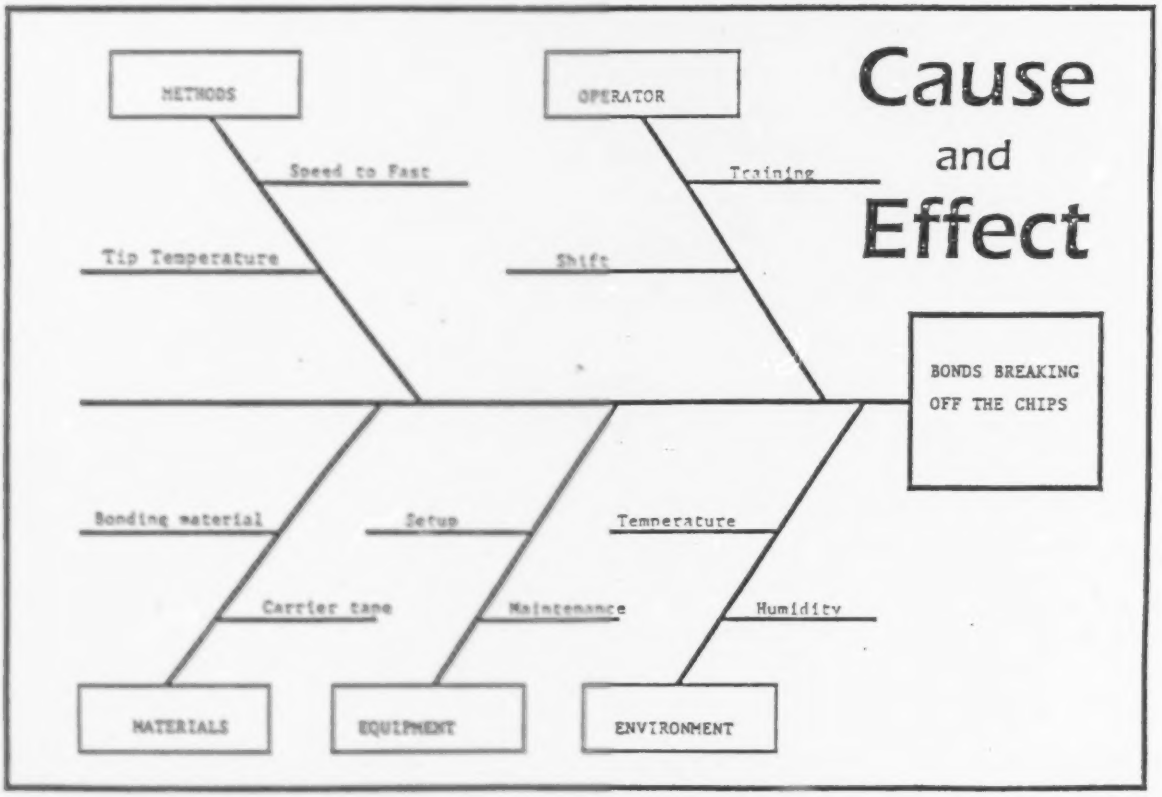
After all of the unlikely causes are agreed on by the group, the leader needs to bring the team to agreement on the most likely causes.

It may be difficult to reduce or get agreement on the final possible causes, but the group may not have time to collect data or analyze a large number of possible causes. The leader can utilize the multivote methods to assist in the process. This way everyone has input in the process. Remember to record and keep records of the ideas. The possible cause selected may not prove to be successful and may require going back into the fishbone and reanalyze the decision.

The next step will be to collect data on the possible causes selected.



What does it look like?



DECISION MAKING TOOLS
REVIEW QUESTIONS

1. T / F Brainstorming is one of the best ways to compile a group of ideas in a short period of time.

2. T / F Successful brainstorming allows people to be creative as possible toward expressing ideas toward solutions.

3. T / F "Synergy" is the effect where the sum of all ideas is less than the sum of individual ideas.

4. Ideas from brainstorming are often recorded by a team leader/facilitator on a:
   (a) flip chart
   (b) chalkboard
   (c) both

5. Which of the following are considered rules of effective brainstorming?

   (a) Determine the recorder and team facilitator.
   (b) Encourage and generate many ideas.
   (c) Allow everyone to contribute.
   (d) Build on ideas & encourage quantity.

6. List (3) common questions that will assist to define the brainstorming subject when selecting a project.

   1)
   2)
   3)

7. The _____ process is a way of selecting the best and most important ideas from a brainstorming session.

8. Another brainstorming tool, useful especially to get input when teams are new is a/an _____.

9. A brainstorming method that uses a format like a "fishbone" is called a/an _____.

10. The first step in utilizing the above method of brainstorming is to _____.

METHODS OF COLLECTING DATA

Learning Objectives:

(1) Understand the purpose for collecting data.

(2) Determine the type of data to be collected.

(3) Define variable data vs. attribute data.

(4) Define key components of check sheets, frequency tables and tally sheets.

(5) Be able to use check sheets, frequency tables and tally sheets.

INTRO

When defining any problem or identifying opportunities for improvement within a process there is probably a need to collect data. Most processes produce large amounts of data. Random samples generally are sufficient to provide the data that is necessary to define problems or identify improvements and opportunities within a process. There is, however, various steps or criteria that need to be considered before collecting data. First, one needs to decide on the purpose for collecting data. Second, the type of data that will be collected must be decided. In other words, what data will be collected in order to better understand the problem needs to be determined. The characteristics of the data needs to be determined. Some data is measurable such as size, length, height, etc. This type of data is called "variable" data. Other types of data are countable, good, bad, number of defects, etc., which are called "attribute" data.

Finally, since data is generally randomly selected, who collects the data needs to be determined. Who collects, when, and the quality of the collection is

important. Everyone needs to understand the purpose of collecting the data, their roles and responsibilities. It is important to maintain accurate records. For this reason, a data collection form needs to be developed. There are different types and names of data collection sheets. Often various formats called check sheets, frequency tables, and tally sheets are especially developed to provide the proper format to collect the data.

CHECK SHEET

What is it?

First the decision needs to be made that data needs to be collected. What type of data needs to be collected is then decided. A format to collect this data then needs to be developed. One of the most common tools used to collect data is the check sheet. A check sheet is a tool for collecting data in a consistent form. A check sheet allows data to be collected easily and in an organized manner. Accuracy is the most important function of collecting data and a check sheet will assure that each person collecting data will record it the same way.

For a check sheet to be effective some thought needs to go into the design. Before starting, ask the following questions:

(a) How will the data be used?
(b) What do you want to learn from the data?
(c) Who will collect the data?
(d) When will the data be gathered?

Generally, organizations design such sheets to fit their specific needs so the format will vary.

What does it look like?

CHECK SHEET				
Reason for Collecting Data: Evaluate Dress Code **Date:** _____ **Date Collected:** _____				
Observation	**# 1st Shift**	**# 2nd Shift**	**# 3rd Shift**	**Total**
# wearing Tee shirts				
# wearing offensive tee shirts				
# wearing caps				
# wearing offensive caps				
# wearing torn clothing				
Other dress concerns				
Total workers on shift				

When is it used?

(a) Is there a need to collect data?

(b) Is there a need for an organized format?

(c) Will there be different people collecting and utilizing the data?

How is it made?

(a) Decide on a list of data needed.

(b) Decide on format and design the form.

(c) Test and utilize the form.

Remember:

(a) Format needs to fit those collecting the data.

(b) Useful when different people need to collect same data.

(c) Provide an accurate record of data needed.

FREQUENCY TABLES/TALLY SHEETS

What is it?

A frequency table or tally sheet could be said to be a form of a check sheet. Primarily these check sheets, frequency tables and tally sheets, take on different forms which are necessary to collect data. Histograms or Pareto charts are formed from data taken on formats called check sheets, frequency tables and tally sheets. One can see the criteria is basically similar for each of these. One could say a frequency table/tally sheet:

(a) categorizes each sample measurement.

(b) tallies the total number of times a measurement occurs.

(c) is a method to provide consistent data recording.

An example of a sheet would allow the collection of data within pre-determined boundaries and then the totals could be tallied. Later a histogram could be constructed from the information contained in the table.

What does it look like?

Shown here are a few typical formats which could be considered frequency tables/tally sheets. Note the predetermined values that have been set for the temperature reading.

TEMPERATURE TALLY SHEET			Month: April
CLASS	BOUNDARIES	TALLY	TOTAL
1	55-59	11	2
2	60-64	1111	4
3	65-69	11111	5
4	70-74	11111111	8
5	75-79	111111	6
6	80-84	111	3
7	85-89	1	1
8	90-95	1	1
	Range 55-95		30 days

TABLE 2-6

Tally and frequency of readings in each interval

MIDPOINT	INTERVAL	BOUNDARIES	TALLY	TALLY CHECK	FREQUENCY
22	20-24	19.5-24.5	11	11	2
27	25-29	24.5-29.5	1111	1111	4
32	30-34	29.5-34.5	1111111	1111111	7
37	35-39	34.5-39.5	11111111	11111111	8
42	40-44	39.5-44.5	1111111111111	1111111111111	13
47	45-49	44.5-49.5	111111	111111	6
52	50-54	49.5-54.5	1111111	1111111	7
57	55-59	54.5-59.5	111	111	3
					50

METHODS OF COLLECTING DATA
REVIEW QUESTIONS

1. T / F Data is often collected to further define problems or identify improvements and opportunities in a process.

2. List (4) steps necessary before collecting data.

   1)

   2)

   3)

   4)

3. Data that is measurable such as size, length, etc., is considered _____.

4. Data that is countable is called _____.

5. List types of formats that are generally designed to collect data for a specific reason.

   1)

   2)

   3)

6. List (4) questions that need to be answered before designing a check sheet.

   1)

   2)

   3)

   4)

7. Where is a check sheet used?

   1)

   2)

   3)

8. Data collected on frequency tables or tally sheets are often used prior to forming or developing graphs called _____ and _____.

BASIC FLOW CHARTS

Learning Objectives:

(1) Define what a flow chart is intended to display.

(2) Define uses of a flow chart in the improvement process.

(3) Know what a flow chart looks like.

(4) Be able to make a basic flow chart.

(5) Identify symbols used in flow charts.

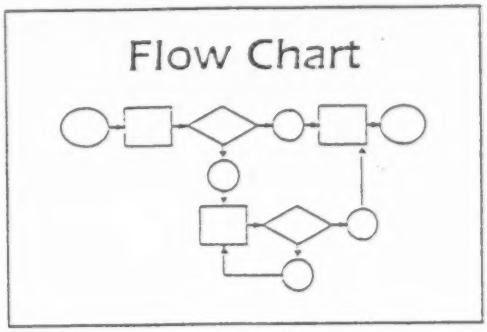
What is it?

A flow chart is a picture of a process showing the various steps, events & operators in the process. The picture produced is made up of symbols to deflect what is happening and when. There are different types of flow charts such as deployment charts and process charts.

The purpose of a flow chart is to study and gain a deeper knowledge of the process. We want to fully understand how and when things are done and in what order. Flow charts can be developed individually, however, in the case of teams utilizing the flow chart for the decision making process, the total team should be involved and agree on the final flow chart layout. The flow chart can be successfully used to generate an improvement by looking at ways to simplify or even redesign the process. It can even be used to decide when and what type of training may be needed in the process. A flow chart can be the actual flow of materials or a product, or information or data. A flow chart could even be used to chart the flow of personnel through a training process.

What does it look like?

Shown below is an example of a basic flow chart.



When is it used?

- <u>If a picture is needed of the process.</u>

  A picture provides a better understanding of the process and is a tool of communication.

- <u>To study the flow of the process and utilization of people.</u>

  A flow chart will show a picture of overlap of people in departments or people.

- <u>Useful for training - assists new staff to see & understand the process.</u>

  Once the flow chart is accurate and detailed, it will serve as an excellent tool in training staff to understand their roll in the process.

How is it made?

- <u>Define the process boundaries.</u>

  Often processes are very complex. It may be necessary to define where the flow starts and ends.

- <u>List major steps in the process.</u>

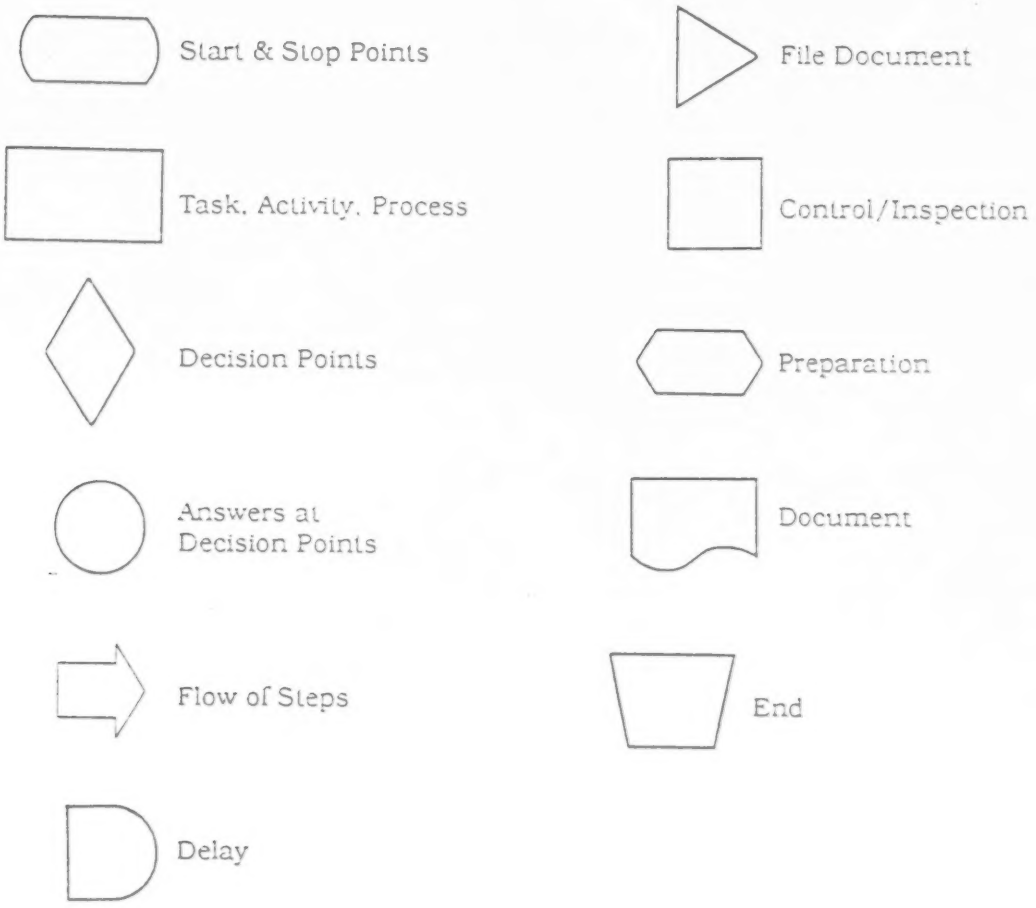
  First, using symbols to identify the process, identify major areas and verify the flow through these areas.

- Study and refine the flow chart.

  Once agreement is reached in the major areas, then each of the major areas can be further refined to determine if there is duplication of efforts or improvement theories can be established.

What are some commonly used symbols?

FLOW CHART SYMBOLS



What are some differences between a development flow chart and a process chart?

- A development chart shows who is responsible (or deployed) to carry out each duty in the process.
- A process flow chart is a picture of the major steps in a process using common symbols. It does not show relationship of people doing the work to the steps in the process.

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BASIC FLOW CHARTS
REVIEW QUESTIONS

1. List (2) different types of flow charts.

   1)

   2)

2. T / F The purpose of a flow chart is to study and gain deeper knowledge of a process.

3. T / F Flow charts are useful tools for teams in a decision making process.

4. T / F A flow chart could be used to display flow of material, products, information or data.

5. A flow chart requires the use of numerous _____ to identify the process, decisions, tasks and flow.

MINUTES OF JANUARY 3, 1995, M.S.T. MEETING

MEMBERS PRESENT	MEMBERS ABSENT
BETTY RUBY	JAN WILLIAMS
ARDIS BAUGUS	
RICK DEBOOM	
GLENN HONGSLO	
MICK MAPES	
TIM MCKENNEY	
JIM BOCKELMAN	
JERRY KLEMME	

POINTS OF DISCUSSION

1) DAN SHEPHERD PRESENTED AN ACCIDENT FORM THAT HE WOULD LIKE THE SUPERVISORS TO START USING. IT WILL NOT REPLACE THE FIRST AID FORM, BUT RATHER WILL BE USED TO GATHER INFORMATION ON COMMON MISTAKES AND TRY TO PREVENT THEM FROM HAPPENING AGAIN. HE WILL BE SETTING UP MEETINGS WITH THE SUPERVISORS TO FURTHER EXPLAIN THE USE OF THIS FORM.

2) RICK DEBOOM EXPLAINED THAT THE STUDY GUIDES ARE STILL IN THE WORKS. THREE OF THE GUIDES ARE COMPLETED, 10 ARE IN DISCUSSION WITH THE P.A.T., AND 2 HAVE NOT BEEN STARTED YET.

3) M.S.T. MEETINGS WILL NOW BE HELD ON TUESDAYS INSTEAD OF MONDAYS.

AGENDA FOR JANUARY 17TH MEETING:
1) UPDATE FROM P.A.T. TEAMS.
2) REVIEW STUDY GUIDES.
3) REPORT FROM E.S.T. TEAM.
4) UPDATE FROM JERRY ON ATTENDANCE POLICIES.

MINUTES OF FEBRUARY 14, 1995 M.S.T. MEETING

MEMBERS PRESENT	MEMBERS ABSENT
TIM MCKENNEY	JAN WILLIAMS
BETTY RUBY	ARDIS BAUGUS
MICK MAPES	JIM BOCKELMAN
RICK DEBOOM	
JERRY KLEMME	
GLENN HONGSLO	

POINTS OF DISCUSSION

1) FRED WOOD WAS AT THE MEETING TO PRESENT IDEAS THAT THE P.A.T. TEAM FOR MACHINE EFFICIENCY HAS BEEN WORKING ON. POSTED BELOW YOU WILL FIND THEIR SUGGESTIONS.

2) JEANETTE OTTEN WAS PRESENT AS THE REPRESENTATIVE FOR THE SCRAPPER P.A.T. TEAM TO DISCUSS THE VACUUM SYSTEM THAT THE PLANT IN CARY IMPLEMENTS. THIS SYSTEM WAS SEEN BY MITCHAL LANNING AND JEFF PALS ON A RECENT TRIP TO CARY. THE MINUTES EXPLAINING THE VACUUM SYSTEM ARE POSTED.

3) JEANETTE OTTEN ATTENDED THE MEETING AS A REPRESENTATIVE FOR THE E.S.T. TEAM. THEY HAD 3 SUGGESTIONS THEY WANTED TO PUT FORWARD TO THE M.S.T. TEAM. THEY ARE:

A) RESUBMIT THE REQUEST FOR EYE INSURANCE. IN RESPONSE TO THIS REQUEST THE MANAGEMENT ASKS THAT THE EMPLOYEES PLEASE UNDERSTAND THAT THIS DECISION CANNOT BE MADE HERE. THE IDEA HAS BEEN BROUGHT FORWARD TO THE CARY OFFICE AND THAT IS ALL WE CAN DO FROM HERE.
B) IS IT POSSIBLE TO EARN VACATION TIME FROM THE DATE YOU ARE HIRED INSTEAD OF THE COMPANY'S FISCAL YEAR? AT THE PRESENT TIME VACATION HOURS ARE EARNED FROM JULY TO JULY. IT WOULD BE POSSIBLE, BUT MUST FIRST BE DISCUSSED WITH THE CARY OFFICE.
C) THE EMPLOYEES WOULD LIKE TO SEE MORE COMMUNICATION BETWEEN THEMSELVES AND THE MANAGEMENT. THEY FEEL THIS WOULD SOLVE PROBLEMS BETTER AND WOULD HELP TO CONTROL SOME OF THE RUMORS THAT CIRCULATE THROUGH THE PLANT.

THE NEXT M.S.T. MEETING WILL BE HELD TUESDAY FEBRUARY 21, 1995, TO COMMUNICATE TO THE E.S.T. TEAM WHAT THE M.S.T. TEAM FEELS THE E.S.T. TEAMS JOB IS.

THERE WILL THEN BE A MEETING FOR THE M.S.T. TEAM ON FEBRUARY 28, 1995 AT 2:30PM. THE AGENDA WILL BE AS FOLLOWS:

1) **UPDATE FROM THE P.A.T. TEAM IN METALIZING.**
2) **REVIEW ALL ISSUES PREVIOUSLY PRESENTED.**

1640 King Street
Box 1443
Alexandria, Virginia
22313-2043

703-683-8100
FAX 703-683-8103

ASTD
American Society
for Training and
Development

December 1, 1993

R. DeZeeuw
Mgr, Business/Industry
Northwest Iowa Comm College
603 West Park Street
Sheldon, IA 51201

Dear Mr. DeZeeuw:

We are delighted to inform you that your proposal entitled, "A Workplace Skill Building Project", has been selected for presentation at the 1994 ASTD International Conference to be held May 15-19 in Anaheim, California.

You are scheduled to present on Monday, May 16, 1994 from 1:00PM until 2:30PM.

Your room assignment and room set will be sent to you in January.

The Request for Proposal Form (RFP) stipulates that all persons submitting proposals be available to speak anytime during the Conference. This stipulation allows particular attention to be given to the scheduling of sessions in order to achieve a balance of programming. Therefore, requests for different times or days can be considered, but not guaranteed.

The enclosed speaker kit contains important guidelines to be read carefully. It is designed to help you provide ASTD with information that is vital to the success of your presentation. We ask that you give close and prompt attention to each form contained in the kit and note the specific deadline dates. We have also included a "Deadline Checklist" to assist you. Please note that your Presentation Confirmation, Audio Tape Authorization, Book Referral and Speaker Registration forms needs to be completed and returned by December 17, 1993. If you need to pay for your registration, please note that the deadline to register at the earlybird rate has been extended until January 3rd.

Put Quality To Work
TRAIN AMERICA'S WORKFORCE

To ensure legibility during photocopying and processing, please type or print clearly in black or dark blue ink. We highly recommend that you keep a copy of the completed forms for your files. Remember to keep ASTD's Conference Services Department apprised of any address changes between now and the conference.

Please pay particular attention to a relatively new service--the Handout Center, which will be located in the registration area for the conference. The Handout Center is a service that enables registrants who are unable to attend your session to still obtain a copy of your handout. With your permission, attendees will be able to purchase, at a nominal fee, a copy of your handout at the Handout Center. If you wish to include your handout in this service, each presenter listed on the handout must sign the authorization section of the handout form. Only presenters who meet all the guidelines on the handout form will be eligible to participate.

The enclosed complimentary copy of "How to Make a Large Group Presentation" is part of ASTD's INFO-LINE series. Past evaluations of concurrent sessions indicate that a speaker's perceived success is greatly affected by his/her presentation skills. We hope you will find this publication helpful as you plan your session.

The enclosed "early bird" brochure contains housing and airline information. You are responsible for making your own hotel and transportation arrangements and we recommend making confirmed reservations at your earliest opportunity for hotel and flight of choice. Note that whether you are the one complimentary speaker for your session or paying your registration, please use the Speaker Registration Form found in your kit rather than the form on the back of the "early bird" brochure.

Additionally, a press kit is enclosed which provides tools to help you get the word out about your participation in the Anaheim conference.

If you have any questions, please contact Mary Ryan, Speaker Coordinator in the Conference Services Department, at 703/683-8175. In the meantime, congratulations on the selection of your proposal and we look forward to your presentation in Anaheim.

Sincerely,

W. Marc Porter
Chair, International Conference
Program Design Committee

Nancy L. Elder
Director, Conference Services

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA • SANTA CRUZ

ERIC CLEARINGHOUSE FOR COMMUNITY COLLEGES
3051 MOORE HALL
405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1521

September 16, 1994

Robert G De Zeeuw
Northwest Iowa Comm Coll
603 West Park Street
Sheldon, IA 51201

Dear Dr. De Zeeuw,

The mission of the Educational Resources Information Center (ERIC) Clearinghouse for Junior Colleges is to collect information on community college education and research. Our database includes state-of-the-art studies, opinion papers, and conference presentations.

I have recently learned about your participation in the 1994 Conference of NETWORK: America's Two-Year College Employment, Training and Literacy Consortium. The conference was entitled "Workforce Development Promises to Keep," and held April 9-12, 1994. We at ERIC feel that your presentation, **"A Workplace Skill Building Project,"** would make a valuable addition to our database. If available, please send ~~two copies~~ of the presentation and/or a report that the presentation was based on. We would also greatly appreciate copies of reports on any program/project taking place at your institution, as well as any other conference presentation. If accepted for inclusion in ERIC, your papers will be announced in Resources in Education and the on-line ERIC database and made available to ERIC users in paper and microfiche copies. Please return a completed copy of the enclosed release form with the submission.

Enclosed is a brochure further explaining the ERIC system and a release form.

I thank you and hope to hear from you soon.

Sincerely,

Sean Nelson
Acquisitions Coordinator

encl.

Workforce Development:
Promises to Keep

Workshop Evaluation

Session Title Workforce Skill Bldg Date 4/10

Presenters Dr Zeiger
Lorraine

For each of the following statements, please indicate which represents your impression:

1 - Strongly Disagree
2 - Disagree
3 - Agree
4 - Strongly Agree

1. The objectives for this presentation were entirely clear. 1 2 (3) 4
2. The activities the presenters used to meet the objectives of the presentation were entirely effective. 1 2 (3) 4
3. The concepts and materials presented can be applied at my organization. 1 2 3 4
4. The session was well paced, well organized, and interesting. 1 (2) 3 4
5. Speakers were knowledgeable about the topic. 1 2 (3) 4
6. Speakers' responsiveness to participants was excellent. 1 2 (3) 4
7. Would like to have this topic or speaker present at a future conference? YES _____ NO _____
8. Overall, the session was excellent 1 2 (3) 4
9. Comments _____

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Please write only on the front of this evaluation.

White - Room monitor/Conference registration desk. Canary - Presenter

Workforce Development:
Promises to Keep

Workshop Evaluation

Session Title Track III - Empl & Training Programs Date 4/10

Presenters Dr Zeiger
Lorraine
& Dennis

For each of the following statements, please indicate which represents your impression:

1 - Strongly Disagree
2 - Disagree
3 - Agree
4 - Strongly Agree

1. The objectives for this presentation were entirely clear. (1) 2 3 4
2. The activities the presenters used to meet the objectives of the presentation were entirely effective. (1) 2 3 4
3. The concepts and materials presented can be applied at my organization. (1) 2 3 4
4. The session was well paced, well organized, and interesting. (1) 2 3 4
5. Speakers were knowledgeable about the topic. (1) 2 3 4
   great personal stories
6. Speakers' responsiveness to participants was excellent. (1) 2 3 4
7. Would like to have this topic or speaker present at a future conference? YES X NO _____
8. Overall, the session was excellent (1) 2 3 4
9. Comments Very nice to see a CEO & Ed. Provider presenting together on Literacy Issues!

Please write only on the front of this evaluation.

White - Room monitor/Conference registration desk. Canary - Presenter

Workforce Development:
Promises to Keep
Workshop Evaluation

Session
Title Work Place Skill Date 4-10
Building Project
Presenters
Jerry Klemme
Bob Dezwaan

For each of the following statements, please indicate which represents your impression:

1 - Strongly Disagree 3 - Agree
2 - Disagree 4 - Strongly Agree

1. The objectives for this presentation were entirely clear. 1 2 3 (4)
2. The activities the presenters used to meet the objectives of the presentation were entirely effective. 1 2 (3) 4
3. The concepts and materials presented can be applied at my organization. 1 2 (3) 4
4. The session was well paced, well organized, and interesting. 1 2 (3) 4
5. Speakers were knowledgeable about the topic. 1 2 (3) 4
6. Speakers' responsiveness to participants was excellent. 1 2 (3) 4
7. Would like to have this topic or speaker present at a future conference? YES ✓ NO ____
8. Overall, the session was excellent 1 2 (3) 4
9. Comments ____

Please write only on the front of this evaluation.

White - Room monitor/Conference registration desk. Canary - Presenter

Workforce Development:
Promises to Keep
Workshop Evaluation

Session
Title Workplace Skill Building Date 4/10/96
Presenters Robert DeZwaan
Jerry Klemme

For each of the following statements, please indicate which represents your impression:

1 - Strongly Disagree 3 - Agree
2 - Disagree 4 - Strongly Agree

1. The objectives for this presentation were entirely clear. 1 2 3 (4)
2. The activities the presenters used to meet the objectives of the presentation were entirely effective. 1 2 3 (4)
3. The concepts and materials presented can be applied at my organization. 1 2 (3) 4
4. The session was well paced, well organized, and interesting. 1 2 (3) 4
5. Speakers were knowledgeable about the topic. 1 2 3 (4)
6. Speakers' responsiveness to participants was excellent. 1 2 3 (4)
7. Would like to have this topic or speaker present at a future conference? YES X NO ____
8. Overall, the session was excellent 1 2 3 4
9. Comments Very helpful

Please write only on the front of this evaluation.

White - Room monitor/Conference registration desk. Canary - Presenter

Workforce Development:
Promises to Keep

Workshop Evaluation

ession
itle _____ Date _____

resenters _____

r each of the following statements, please indicate which epresents your impression:

1 - Strongly Disagree
2 - Disagree
3 - Agree
4 - Strongly Agree

. The objectives for this resentation were entirely clear. 1 2 3 4

. The activities the presenters sed to meet the objectives of the resentation were entirely effective. 1 2 3 4

. The concepts and materials resented can be applied at my rganization. 1 2 3 4

. The session was well paced, well organized, and interesting. 1 2 3 4

. Speakers were knowledgeable bout the topic. 1 2 3 4

. Speakers' responsiveness to articipants was excellent. 1 2 3 4

. Would like to have this topic r speaker present at a future onference? YES _____ NO _____

. Overall, the session was excellent 1 2 3 4

. Comments _____

Please write only on the front of this evaluation.

White - Room monitor/Conference registration desk. Canary - Presenter

Workforce Development:
Promises to Keep

Workshop Evaluation

Session
Title "A Workplace Skill Building Project: VICC + Caitronics" Date 4-10-95

Presenters
Robert Zeeuw
Jerry Klemme

For each of the following statements, please indicate which represents your impression:

1 - Strongly Disagree
2 - Disagree
3 - Agree
4 - Strongly Agree

1. The objectives for this presentation were entirely clear. 1 2 3 (4)

2. The activities the presenters used to meet the objectives of the presentation were entirely effective. 1 2 3 (4)

3. The concepts and materials presented can be applied at my organization. 1 2 (3) 4

4. The session was well paced, well organized, and interesting. 1 2 3 (4)

5. Speakers were knowledgeable about the topic. 1 2 3 (4)

6. Speakers' responsiveness to participants was excellent. 1 2 3 (4)

7. Would like to have this topic or speaker present at a future conference? YES _____ NO _____

8. Overall, the session was excellent 1 2 3 (4)

9. Comments _____

BEST COPY AVAILABLE

Please write only on the front of this evaluation.

White - Room monitor/Conference registration desk. Canary - Presenter

South Dakota
Association for Lifelong Learning, Inc.

April 19, 1994

Betty Ruby
Business/Industry Training, NICC
603 West Park
Sheldon, IA 51201

Dear Ms. Ruby:

Thank you for presenting at the 50th Annual MVAEA Conference. You helped make the conference the success that it was.

The enclosed evaluation report will reflect the satisfaction of those who attended your session.

Sincerely,

Susan Gunn
SDALL President

MVAEA Conference Evaluation

April 13 - 15, 1994

Title WORKPLACE SKILL BUILDING PROJECT Presenter BETTY RUDY & KEN KOCH PATTY EMERSON - LINDA MOSIER

Please rate the following:	Excellent	Good	Satisfactory	Needs Improvement	Poor
Facilities	4	2	1		
Audio quality	6	1			
Visual quality	6	1			
Preparation & organization	6	1			
Relevance of content	3	3		1	
Presentation of content	4	2	1		

Would you recommend this presentation for future conferences? Yes 5 (1 IF MODIFIED) No

My area of responsibility is:

TEACHER: 1 ABE 1 GED 1 ESL 1 Literacy Other COLLEGE/OFF CAMPUS COORDINATOR

ADMINISTRATOR: State 1 College Tech School 2 Coordinator 1 Community Education

LITERACY: Director 1 Volunteer tutor New Reader Other PROJECT COORDINATOR

Additional comments:

Northwest Iowa Community College
Expense Detail
Date: October 1995

Workplace Skill Grant #V198A30015
Length - 18 months
End of Month - 31 % - 172%
Account #: 33-4331-00-

Salaries	Code	Literacy Budget	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Project Director	530	$12,386										
Larry Grubisich			865.54	865.54	865.54	865.54					902.08	902.08
Project Coordinator	530	$62,988										
Bob De Zeeuw			3776.00	3776.00	3776.00	3776.00	3776.00	3876.00	3876.00	3876.00	3876.00	3876.00
Secretary	540	$8,116										
Bernice Metz					250.00	286.25	201.87	280.07	234.94	273.00	288.09	253.31
Career Counselor	520	$27,301										
Ken Hansman					310.50						678.50	
Patty Emerson												
Plant Coordinator	601	$10,238						(Inc.Benefits)				
Betty Ruby								4569.78				
Instructional Staff	521	$60,000										
Ken Hansman						1500.75	1127.00	1236.25	799.25	730.25		575.00
Patty Emerson						457.88	284.63	1320.00			1163.25	3152.00
Linda Mosher						100.63	23.00	1354.13	629.63	569.25	773.38	661.25
Ken Koch						235.75	155.25	868.25		1840.00	586.50	
Ryan Vander Lugt										166.75	201.25	97.75
Substitute										126.00	63.00	
TOTALS:		$181,029	$4,641.54	$4,641.54	$5,202.04	$7,222.80	$5,567.75	$13,504.48	$5,539.82	$7,581.25	$8,532.05	$9,517.39

Fringe Benefits	Code	Literacy Budget	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
	590	$27,602	513.38	513.38	513.38	484.97	410.69	400.32	410.69	425.77	579.89	572.49
	592		355.08	355.08	397.96	552.53	425.93	683.47	423.80	580.01	652.68	486.97
	593		266.89	266.89	281.27	283.35	228.73	238.95	236.39	64.17	20.18	14.57
TOTALS:		$27,602.00	$1,135.35	$1,135.35	$1,192.61	$1,320.85	$1,065.35	$1,322.74	$1,070.88	$1,069.95	$1,252.75	$1,074.03

Salaries	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Project Director											
Larry Grubisich	902.08	902.08	902.08	4510.40	902.08	902.08	937.50	937.50	937.50	937.50	937.50
Project Coordinator											
Bob De Zeeuw	3876.00	3876.00	3876.00	3876.00	3876.00	3876.00	4001.00	4001.00	4001.00	4001.00	4001.00
Secretary											
Bernice Metz	279.56	250.69	933.30	555.66	261.19	362.25	231.02	316.10	327.00	295.66	325.64
Career Counselor											
Ken Hansman											
Patty Emerson											
Plant Coordinator				(Inc.Benefits)							
Betty Ruby				4569.78							
Instructional Staff											
Ken Hansman	391.00	540.50	667.00	730.25	621.00	661.25	695.75	701.50	506.00		
Patty Emerson	1740.75		2673.00	676.50	1493.25	1353.00	1311.75		940.50	1155.00	
Linda Mosher	462.88	1058.00	761.88	376.63	1072.38	977.50	763.83	632.50	644.00	586.50	760.50
Ken Koch	920.00	690.00	506.00	184.00	644.00	787.75	615.25		506.00	488.75	
Ryan Vander Lugt	204.13										
Substitute		138.00			386.43					226.53	
TOTALS:	$8,776.40	$7,455.27	$10,319.26	$15,479.22	$9,256.33	$8,919.83	$8,556.10	$6,588.60	$7,862.00	$7,690.94	$6,024.64

Fringe Benefits	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
	572.49	572.49	572.49	572.49	554.51	554.98	572.49	562.10	572.49	554.87	572.49
	671.41	570.33	789.41	558.52	708.11	682.37	654.55	504.04	601.45	588.36	460.88
	290.83	289.17	274.75	280.18	289.76	295.58	297.27	302.16	302.79	216.01	18.73
TOTALS:	$1,534.73	$1,431.99	$1,636.65	$1,411.19	$1,552.38	$1,532.93	$1,524.31	$1,368.30	$1,476.73	$1,359.24	$1,052.10

Salaries	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Total Expenditures	% Expended	Budget Balance
Project Director												
Larry Grubisich	937.50	937.50	937.50	375.00	375.00	375.00	375.00	388.33	388.33	$24,063.78	194%	($11,677.78)
Project Coordinator												
Bob De Zeeuw	4001.00	4001.00	4001.00	2000.50	2000.50	2000.50	2000.50	2060.91	2060.91	$105,647.82	168%	($42,659.82)
Secretary												
Bernice Metz	303.87	292.87	70.19	178.06	144.37	143.00	173.25	88.48	159.71	$7,759.40	96%	$356.60
Career Counselor												
Ken Hansman										$989.00		
Patty Emerson											4%	$26,312.00
Plant Coordinator	(Inc.Benefits)	(Ist Ext.)										
Betty Ruby	4569.78	4569.78								$18,279.12	179%	($8,041.12)
Instructional Staff			AV '94 Fiscal									
Ken Hansman										$11,482.75		
Patty Emerson	1386.00									$19,107.51		
Linda Mosher	214.50									$12,422.37		
Ken Koch	615.25									$9,642.75		
Ryan Vander Lugt										$669.88		
Substitute			-1894.71							($954.75)	87%	$7,629.49
TOTALS:	$12,027.90	$9,801.15	$3,113.98	$2,553.56	$2,519.87	$2,518.50	$2,548.75	$2,537.72	$2,608.95	$209,109.63	116%	($28,080.63)

Fringe Benefits	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Total Expenditures	% Expended	Budget Balance
	572.49	572.49	572.49	274.79	274.79	269.36	267.75	0.00	0.00	13863.01		
	570.53	400.21	238.24	195.35	192.78	192.67	194.99	194.11	199.56	14081.38		
	17.47	300.82	288.01	146.84	144.91	144.82	146.57	145.89	149.99	6243.94	124%	($6,586.33)
TOTALS:	$1,160.49	$1,273.52	$1,098.74	$616.98	$612.48	$606.85	$609.31	$340.00	$349.55	$34,188.33	124%	($6,586.33)

Category: Travel

Description	Code	Date	Encumbered
Travel Key	647	4/21/93	$760.00
Larry Grubisich	647	5/5/93	$1,457.83
Holiday Inn Gateway Center	648	10/20/93	$136.71
Workforce 2000 - League for	648	10/28/93	$590.00
ASTD Housing Bureau	647	1/20/94	$100.00
Travel World - Anaheim	647	3/23/94	$330.00
Robert De Zeeuw (ASTD)	647	5/16/94	$428.80
Travel World (Washington, DC)	647	9/12/94	$450.00
Larry Grubisich (Washington, DC)	647	10/25/94	$120.00
DesMoines Marriott Hotel(Quality Forum)	648	11/21/94	$57.15
Robert De Zeeuw (Washington DC)	647	12/19/94	$214.40
Larry Grubisich (Washington DC)	647	12/19/94	$180.00
Ana Westin Hotel (Washington DC)	647	12/19/94	$757.46

Literacy Budget	Total Expenditures	% Expended	Budget Balance
$5,211.00	$5,582.35	107%	($371.35)

Category: Equipment

Description	Code	Date	Encumbered
Computerland	710	5/19/93	$1,484.00
Gateway 2000	710	5/19/93	$3,170.00
Coilcraft (computer)	710	6/16/93	$2,620.00
Coilcraft (laser)	632	9/15/93	$1,603.43
Coilcraft (typewriter)	710	11/17/93	$897.75

Literacy Budget	Total Expenditures	% Expended	Budget Balance
$7,714.00	$9,775.18	127%	($2,061.18)

Category: Supplies

Literacy Budget	Total Expenditures	% Expended	Budget Balance
$14,025 00	$15 964 46	114%	($1 939 46)

Description	Code	Date	Office Supplies $2,000	Postage $200	Phone $900	Assessm. Instrument $1,500	Media/ Printing $1,000	Prob.Solv. Workbook $3,300	Suppl. Ref. Handbook $1,200	Training Videos $3,175	Desk/ Chair $750	Other
CTB MacMillan/McGraw-Hill	632	4/21/93				$459 75						
NCC	632	4/21/93	$3 83									
CTB MacMillan/McGraw-Hill	632	5/19/93				$31 16						
National Tooling & Machine	632	5/19/93							$42 83			
Argus Leader	611	3/17/93										$57 32
The Independent - Ad	611	4/21/93										$8 55
Iowa Information Inc	611	4/21/93										$12 55
Plain Talk	611	4/21/93										$10 35
Sioux Center News	611	4/21/93										$17 00
Sioux City Journal	611	4/21/93										$30 03
Siouxland Press	611	4/21/93										$6 80
NCC	612	4/21/93					$2 43					
NCC	612	5/29/93					$18 04					
Sheldon Postmaster	623	5/26/93		$4 96								
NCC	612	6/16/93					$35 36					
NCC	612	6/30/93					$79 75					
Iowa Office Supply	632	6/16/93	$330 00									
NCC	632	6/16/93	$4 00									
NW Office Supply	632	6/16/93	$51 00									
Bearly Limited	632	6/16/93							$21 15			
CTB McMillan/McGraw Hill	632	6/30/93				$125 88						
Contemporary Books	632	6/30/93							$12 05			
Kruger Office	632	6/30/93	$25 00									
NCC	632	6/30/93	$1 68									
Steck Vaughn	632	6/30/93							$113 90			
Business One	632	6/30/93							$33 25			
Salenger, Inc	632	6/30/93								$1 003 24		
Associated Church-Hawarden	642	6/4/93				$70 00						
Joiner Associates	632	6/15/93							$42 00			
NCC	612	8/18/93					$329 87					
Linda Mosher	632	7/6/93	$18 00									
Betty Ruby	632	7/6/93	$162 27									
Hy Vee	632	8/18/93	$363 64									

Description	Code	Date	Office Supplies	Postage	Phone	Assessm. Instrument	Media/ Printing	Prob.Solv. Workbook	Suppl. Ref. Handbook	Training Videos	Desk/ Chair	Other
New Readers Press	632	8/18/93							$23 46			
Steck-Vaughn Company	632	8/18/93							$223 64			
Coronet MTI Film & Video	632	8/18/93								$352 00		
Curriculum Associates, Inc	632	8/18/93							$27 08			
Perry Johnson	632	8/18/93							78 03			
Print Shop	633	8/18/93									$256 32	
NCC	612	9/15/93					$384 07					
Coilcraft	632	9/15/93					$176 89					
Emery-Pratt Co	632	9/15/93							$49 90			
Northwest Office Supply	632	9/15/93	$248 92									
Technicomp	632	9/15/93						$5,151 86				
The Workplace Initiative	632	9/15/93							$25 00			
NCC	632	9/15/93	$8 00									
Print Shop	710	9/15/93									$519 88	
JE00160 (correct Print Shop)	710	10/31/92									($180 76)	
NCC	612	10/20/93					$77 26					
Ben Franklin Store	632	10/20/93	$59 90									
CTB MacMillan/McGraw-Hill	632	10/20/93				$248 90						
Computerland	632	10/20/93	$162 00									
Emery-Pratt Co	632	10/20/93							$13 40			
Iowa Office Supply	632	10/20/93	$28 90									
NCC	632	10/20/93	$4 00									
NCC	612	11/17/93					$58 29					
Coilcraft	632	11/17/93					$220 05					
Lawson Hardware	632	11/17/93	$12 41									
New Readers Press	632	11/17/93							$60 40			
NCC	612	12/15/93					$12 65					
NCC	632	12/15/93	$26 93									
Print Shop (certificate holders)	632	12/15/93	$239 35									
ASTD	634	12/15/93							$225 00			
Computerland	632	1/19/94	$450 00									
CTB MacMillan/McGraw-Hill	632	2/16/94				$81 71						
Northwest Office Supply	632	2/16/94	$45 11									
Print Shop	632	2/16/94	$53 60									
Technicomp	632	2/16/94						$183 29				
ASTD	632	2/16/94							$8 50			
Print Shop	632	3/21/94	$11 66									
ASTD	632	3/21/94							$54 50			
Ben Franklin Store	632	3/21/94	$31 74									

Description	Code	Date	Office Supplies	Postage	Phone	Assessm. Instrument	Media Printing	Prob.Solv. Workbook	Suppl. Ref. Handbook	Training Videos	Desk/ Chair	Other
NCC	632	3/21/94	$19.20									
Sioux Center Chamber of Comm	632	3/21/94										$250.00
Coilcraft	632	4/20/94					$88.60					
Joiner Associates, Inc.	632	4/20/94							$18.00			
NCC	612	5/16/94					$6.05					
NCC	612	5/16/94					$102.05					
Iowa Office Supply	632	5/16/94	$57.80									
NCC	632	5/16/94	$17.34									
Covey Leadership Center	632	5/16/94							$11.00			
NCC	612	6/20/94					$143.36					
NCC	612	6/30/94					$42.10					
NCC	615	6/20/94			$900.00							
NCC	632	6/20/94	$14.72									
South-Western Publishing	632	6/20/94							$55.54			
Jossey & Bass, Inc. Publishing	632	6/30/94							$34.30			
Richard Chang Associates	632	6/30/94							$102.95			
SPC Press, Inc	632	6/30/94							$12.20			
NCC	612	8/15/94					$70.75					
Northwest Office Plus	632	8/15/94	$29.70									
McGraw Hill	632	8/15/94				$45.38						
Hy Vee Food Store	632	9/19/94	$6.00									
NCC	632	9/19/94	$3.89									
Qualteam, Inc	632	9/19/94							$45.95			
NCC	612	10/17/94					$199.27					
NCC	612	11/21/94					$39.52					
Robert DeZeeuw	632	11/21/94	$11.17									
NCC	612	12/19/94					$46.64					
NCC	632	12/19/94	$0.93									
NCC	612	1/16/95					$5.22					
NCC	632	1/16/95	$0.62									
NCC	612	2/20/95					$6.25					
NCC	632	2/20/95	$23.00									
NCC	612	3/20/95					$38.36					
NCC	612	4/19/95					$1.75					
NCC	612	5/15/95					$58.80					
NCC	612	6/30/95					$51.83					
NCC	612	8/31/95					$15.30					
NCC	612	9/25/95					$53.62					
NCC	632	9/25/95	$0.65									

Description	Code	Date	Office Supplies	Postage	Phone	Assessm. Instrument	Media Printing	Prob.Solv. Workbook	Suppl. Ref. Handbook	Training Videos	Desk Chair	Other
Print Shop	632	9/25/95	$93 15									
NCC	612	10/16/95					$42 63					
TOTALS			$2,620 11	$4 96	$900 00	$1,062 78	$2,364 15	$5,335 15	$1,334 03	$1,356 24	$596 44	$392 60

Category: Contractural Services

Literacy Budget	Total Expenditures	% Expended	Budget Balance
$23,560 00	$5,615 51	24%	$17,944 49

Description	Code	Date	Assm/Tr. Brochures $2,000	Photo for mat. $5,000	Ref. Manuals $5,620	Childcare for empl. $7,440	External Eval. $3,500
The Independent brochure	612	6/30/93	$276 80				
Technicomp	632	12/15/93			925 84		
Don Wederquist	601	1/19/94					$1,425 00
GED Testing	632	6/30/94	$1,500 00				
Central Cafe (Site Evaluation Mtg)	648	9/19/94					$12 87
Don Wederquist	601	3/23/95					$1,000 00
Linda Mosher (editing final eval)	601	9/25/95					$50 00
Don Wederquist	601	10/17/95					$425 00
TOTALS			$1,776 80	$0 00	$925 84	$0 00	$2,912 87

Category: Other

Literacy Budget	Total Expenditures	% Expended	Budget Balance
$21,435.00	$14,321.89	67%	$7,113.11

Description	Code	Date	Staff Mileage $6,439	Trainer Mileage $9,996	Staff Dev. $3,000	Dissem. $2,000
Robert De Zeeuw	648	5/19/93		$33.90		
Ken Hansman	648	5/19/93	$33.60			
NE Metro Tech College	648	5/27/93			$990.00	
NCC	642	4/21/93		$64.32		
NCC	642	5/19/93		$21.48		
Donald McCollum	612	6/30/93	$23.90			
Robert De Zeeuw	648	6/16/93		$70.90		
Ken Hansman	648	6/16/93	$126.42			
Linda Mosher	648	6/16/93	$27.72			
Betty Ruby	648	6/16/93	$56.70			
Robert De Zeeuw	648	6/30/93		$67.80		
Ken Hansman	648	6/30/93	$97.86			
Linda Mosher	648	6/30/93	$19.32			
Robert De Zeeuw	647	6/30/93		$65.00		
Sheraton Airport	647	6/30/93			$995.70	
NCC	642	6/16/93		$110.64		
NCC	642	6/30/93		$164.16		
NCC	642	8/18/93		$162.84		
Robert De Zeeuw	648	8/18/93		$156.65		
Ken Hansman	648	8/18/93	$122.43			
Linda Mosher	648	8/18/93	$120.12			
NCC	642	9/15/93		$95.28		
Robert De Zeeuw	648	9/15/93		$53.90		
Linda Mosher	648	9/15/93	$64.68			
NCC	642	10/20/93		$57.36		
Ken Hansman	647	10/28/93	$63.00			
Ronald Brehmer	648	10/20/93	$18.90			
Robert De Zeeuw	648	10/20/93		$115.02		
Ken Hansman	648	10/20/93	$63.00			
Linda Mosher	648	10/20/93	$73.92			
NCC	642	11/17/93		$119.76		
Robert De Zeeuw	648	11/17/93		$92.80		
Ken Hansman	648	11/17/93	$56.70			

125

Description	Code	Date	Staff Mileage	Trainer Mileage	Staff Dev.	Dissem.
Jerry Klemme - IALL	648	11/17/93				$30 00
IALL	648	11/18/93				$190 00
Linda Mosher	648	11/17/93	$73 92			
NCC	642	12/15/93		$74 28		
Ron Brehmer	648	12/15/93	$18 90			
Robert De Zeeuw	648	12/15/93		$20 00		
Robert De Zeeuw	648	12/15/93		$15 00		
Ken Hansman	648	12/15/93	$56 70			
Travel Key - New Orleans	648	12/15/93				$490 00
Linda Mosher	648	12/15/93	$60 48			
Ryan Vander Lugt	648	12/15/93	$42.00			
NCC	642	1/19 94		$77 04		
Robert De Zeeuw	648	1/19/94		$20 00		
Linda Mosher	648	2/15/30	$83 16			
Travel World (Baltimore Network)	647	1/19/94				$311 50
Network Consortium	647	1/19/94				$245 00
NCC	642	2/16/94		$70 32		
Ken Hansman	648	2/16/94	$103 32			
Linda Mosher	648	2/16/94	$64 68			
Mary Schiefen	648	2/16/94	$10 08			
Ryan Vander Lugt	648	2/16/94	$26 25			
NCC	642	3/21/94		$106 56		
Bob De Zeeuw	648	3/21/94		$141 70		
Bob De Zeeuw	648	3/21/94		$17 56		
Linda Mosher	648	3/21/94	$101 64			
Larry Grubisich (New Orleans)	648	3/21/94				$715 44
Ken Hansman	648	3/23/94	$69 30			
NCC	642	4/20/94		$104 80		
Robert De Zeeuw	647	4/20/94		$30 00		
Robert De Zeeuw	647	4/20/94		$77 80		
Linda Mosher	647	4/20/94	$92 40			
MVAEA Conference (SD)	624	4/20/94			$520 00	
NCC	642	5/16/94		$43 56		
Robert De Zeeuw	648	5/16/94		$128 40		
Ken Koch (SD Trip)	648	5/16/94			$171 36	
Linda Mosher	648	5/16/94	$27 72			
Ken Hansman	648	5/16/94	$56 70			
Ken Hansman	648	5/16/94	$56 70			
Howard Johnson Lodge (SD)	647	5/16/94			$380 88	

Description	Code	Date	Staff Mileage	Trainer Mileage	Staff Dev.	Dissem.
NCC	642	6/20/94		$19 32		
NCC	642	6/30/94		$21 60		
Robert De Zeeuw (Baltimore Network)	647	6/20/94				$675 39
Ken Hansman	647	6/20/94	$69 30			
Robert De Zeeuw	648	6/20/94		$91 70		
Linda Mosher	648	6/20/94	$120 12			
Robert De Zeeuw	648	6/30/94		$143 40		
Ken Hansman	648	6/30/94	$75 60			
Linda Mosher	648	6/30/94	$195 04			
NCC	642	8/15/94		$50 52		
Robert DeZeeuw	648	8/15/94		$30 32		
Linda Mosher	648	8/15/94	$55 44			
NCC	642	9/19/94		$32 40		
Robert De Zeeuw	648	9/19/94		$30 00		
Ken Hansman	648	9/19/94	$56 70			
Linda Mosher	648	9/19/94	$83 16			
Ken Hansman	648	9/19/94	$56 70			
Linda Mosher	632	10/17/94	$64 68			
NCC	642	10/17/94		$56 76		
Robert De Zeeuw	648	10/17/94		$103 90		
NCC	642	11/21/94		$52 08		
Robert De Zeeuw	648	11/21/94		$121 80		
Linda Mosher	648	11/21/94	$141 60			
Linda Mosher	632	12/19/94	$27 72			
NCC	642	12/19/94		$10 44		
Robert De Zeeuw	648	12/19/94		$72 80		
NCC	642	1/16/95		$60 60		
Robert De Zeeuw	648	1/16/95		$38 90		
NCC	642	2/20/95		$10 56		
Robert De Zeeuw	648	2/20/95		$47 80		
Travel World (Nashville - Network)	647	2/9/95				$274 00
Network National Center (Nashville)	647	3/20/95				$490 00
Robert DeZeeuw	648	3/20/95		$53 65		
NCC	642	4/19/95		$35 04		
Robert DeZeeuw	648	4/19/95		$48 90		
Robert DeZeeuw (Nashville)	647	5/15/95				$599 52
Jerry Klemme	647	5/15/95				$569 52
Robert DeZeeuw	648	5/15/95		$47 80		
Robert DeZeeuw	648	5/15/95		$47 80		

Description	Code	Date	Staff Mileage	Trainer Mileage	Staff Dev.	Dissem.
Robert DeZeeuw	648	6.30.95		$135.58		
Robert DeZeeuw	648	8.21.95		$15.00		
Robert DeZeeuw	648	9.25.95		$57.80		
TOTALS			$2,858.28	$3,815.30	$3,057.94	$4,590.37

Category: Indirect Costs

Description	Code	Date	Encumbered
* Indirect funds being held in Coilcraft general fund			$22,446.00

Literacy Budget	Total Expenditures	% Expended	Budget Balance
$22,446.00	$22,446.00	100%	$0.00

Category Totals:	**$94,391.00**	**$73,705.39**	**78%**	**$20,685.61**
GRAND TOTALS:	**$303,022.00**	**$317,003.35**	**105%**	**($13,981.35)**

[Milestone Chart]

COILCRAFT OF HAWARDEN
Workplace Skill Building Project

X - Scheduled
(X) - Completed

Project Objective (Goal) - Level of Attainment	Timeline 1993	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Budget	Responsible Staff
	1994	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep			
Appoint Steering Committee (Management Team)		(X)										N.A.	Project Director Project Coordinator
Develop Advertising & job descriptions for project staff		(X)										Salary	Project Coordinator
Start advertising for project staff		(X)										Unknown	Project Director Porject Coordinator
Visit Central Community College for ideas and concepts on project		(X)										Est. $100	Project Director Project Coordinator Plant Coordinator
Steering Committee Meeting (monthly)		(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	Salary's	Project Director
		(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)				
Brief Hawarden Community Schools on Literacy Grant		(X)										Salary	Project Director Project Coordinator Plant Reps
Select and order assessment format		(X)										$1,500	Project Coordinatcr
Select/approve project staff		(X)										0	Project Director Project Coordinator
Brief 100% of management and supervisors about the program		(X)										Salary	Project Co-Director Project Coordinator

Appendix XIV

[Milestone Chart]

COILCRAFT OF HAWARDEN
Workplace Skill Building Project

X - Scheduled
(X)- Completed

Project Objective (Goal) - Level of Attainment	Timeline 1993	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Budget	Responsible Staff
	1994	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep			
Brief 100% of plant labor force on literacy project.		(X)										Salary	Project Co-Director Project Coordinator
Develop record keeping format for assessment, pre-test, and post-test records			(X)									Salary	Project Coordinator
Review TABE Assessment materials with Plant Coordinator		(X)										Salary	Project Coordinator
Develop brochure on basic skills in manufacturing work place		(X)	(X)									Est. $200	Project Coordinator Plant Coordinator
Developing literacy & basic skills curriculum materials			(X)	(X)	(X)	(X)	(X)	(X)	(X)			Salary	Instructional Staff Counselor
Conduct assessments with adult learners (minimum 25/month)				(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	Salary	Career Counselor Instructional Staff
College and business reps attend Grant Briefing (Washington, DC)			(X)						(X)				Project Director Plant Coordinator
Schedule and coordinate instructional staff meetings		(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)		Project Coordinator
		(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)				
Complete and submit a staff development plan.				(X)									Project Coordinator

[Milestone Chart]

X - Scheduled
X - Completed

COILCRAFT OF HAWARDEN
Workplace Skill Building Project

Project Objective (Goal) - Level of Attainment	Timeline 1993 / 1994	Mar / Jan	Apr / Feb	May / Mar	Jun / Apr	Jul / May	Aug / Jun	Sep / Jul	Oct / Aug	Nov / Sep	Dec	Budget	Responsible Staff
Complete a dissemination plan.				X									Project Coordinator
Submit quarterly statistical form to D.E.					X			X			X		Project Coordinator
				X			X			X			
Publish monthly item for plant bulletin board or newsletter.		X	X	X	X	X	X	X					Project Coordinator Plant Co-Director
Purchase supporting equipment (computers, printers, & software, typewriters, desk, chairs)			X									$11,670	Project Coordinator Plant Co-Director
Select and order supplemental resource books as needed				X								$1,200	Project Coordinator Instructional Staff Assist
Establish location for training space (record keeping & furnishings)			X									Unknown	Project Co-Director
Determine time of day schedule of instruction of employees			X									0	Project Co-Director Plant Coordinator
Promote participation in literacy program			X									Salary	Project Co-Director Plant Coordinator Project Coordinator
Publish news releases quarterly (4)									X			Salary	Plant Co-Director
		X			X								

[Milestone Chart]

COILCRAFT OF HAWARDEN
Workplace Skill Building Project

X - Scheduled
(X) - Completed

Project Objective (Goal) - Level of Attainment	Timeline 1993 / 1994	Mar / Jan	Apr / Feb	May / Mar	Jun / Apr	Jul / May	Aug / Jun	Sep / Jul	Oct / Aug	Nov / Sep	Dec	Budget	Responsible Staff
Assess and determine needs for student recordkeeping system (computer, files, software)				(X)								Salary	Project Coordinator Plant Coordinator Instructional Staff
Finish & distribute brochure on basic skills in manufacturing work place			(X)	(X)								Cont.	Project Coordinator Plant Coordinator
Identify and schedule 160 employees for literacy training				(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	Salary	Plant Co-Director Counselor Plant Coordinator
		(X)	(X)	(X)	(X)	(X)							
Provide release time to employees for training					(X)	(X)	(X)	(X)	(X)	(X)	(X)	Salary	Project Co-Director
		(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)				
Identify workers' goals and develop appropriate skill & upgrade sessions					(X)	(X)	(X)	(X)	(X)	(X)	(X)	Salary	Counselor Instructional Staff
		(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)				
Plan and conduct employee training					(X)	(X)	(X)	(X)	(X)	(X)	(X)	Salary	Instructors
		(X)	(X)										
Conduct career counseling with adult learner (10% of learners/month)						(X)	(X)	(X)	(X)	(X)	(X)	Salary	Counselor
		(X)	(X)	(X)	(X)	(X)							
160 Employees complete training in basic skills						(X)	(X)	(X)	(X)	(X)	(X)	Salary	Instructors
		(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)				
Prepare quarterly reports (every 3 months)					(X)			(X)			X	Salary	Project Director Project Coordinator
				(X)			(X)			(X)			

[Milestone Chart]

COILCRAFT OF HAWARDEN
Workplace Skill Building Project

X - Scheduled
(X) - Completed

Project Objective (Goal) - Level of Attainment	Timeline 1993	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Budget	Responsible Staff
	1994	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep			
Develop literacy & basic skills curriculum materials related to problem solving & team building					(X)	(X)	(X)	(X)				Salary	Project Coordinator
Identify & schedule (80) employees for training related to problem solving & team building							(X)	(X)	(X)	(X)	(X)	Salary	Plant Co-Director Plant Coordinator Counselor
		(X)	(X)	(X)	(X)								
(80) Employees complete training in problem solving & team building								(X)	(X)	(X)	(X)	Salary	Instructors Counselor
		(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)				
Develop curriculum materials related to train-the-trainer for continuation of basic skills training with adult learners												Salary	Instructors
			(X)	(X)	(X)	(X)							
Identify & schedule 2 employees for train-the-trainer instruction to insure continuation of basic skills training												Salary	Project Co-Director Plant Coordinator
						(X)	(X)	(X)	(X)				
2 employees complete train-the-trainer instruction												Salary	Instructors Plant Coordinator
								(X)	(X)	(X)			
Evaluate training following each class and provide feedback to Steering Committee							(X)	(X)	(X)	(X)	(X)	Salary	Project Coordinator Plant Coordinator
		(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)	(X)			
Prepare final report and submit to U.S. Dept. of Education												Salary	Project Director
										X			

BUSINESS/INDUSTRY TRAINING INSTITUTE
NORTHWEST IOWA TECHNICAL COLLEGE
603 WEST PARK STREET • SHELDON, IOWA 51201
712 324-5061 · 1 800 352-4907

December 6, 1993

Liz Miller
Project Officer
U.S. Dept. of Education
Switzer Building, Room 4512
Washington, DC 20202-7327

Dear Liz,

Please find attached the quarterly report, National Workplace Literacy Program Information Form, for Grant #V198A30015.

Sincerely,

Robert De Zeeuw
Project Coordinator, Workplace Literacy Project
Northwest Iowa Community College

RDZ/bjm

Enclosures

NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

Part 1: Program Parameters

1. Target No. to be Served: 282 (Plant employees)

2. No. Served at Each Site to Date:

Site 1.	309	Site 6.	
Site 2.		Site 7.	
Site 3.		Site 8.	
Site 4.		Site 9.	
Site 5.		Site 10.	

3. Total No. Served: 309 assessed-to-date

Reading	34
Writing	36
Math	48
	118

4. Fed. Funds Obligated: 303,022

5. Matching Funds/ In-Kind: 108,000

6. Value Release Time: 38,117

7. No. Participating in Programs Offered: Math-48, Writing-36, Reading-34 = 118 Total

Basic Skills 118
GED 23 planned-to-date GED Testin
ESL Developing ESL materials

8. Contact Hours Provided: 1½ hrs/wk @ 15 w

(Contact Hours are the number of teaching hours that workers receive)

Part 2: Participation Data

1. Mean Age Participants: 42

2. Sex: No. Males 54 No. Females 64

3. Race/ Ethnicity: No. who are:

White	112	Am. Indian/ Alaska Native	0
Black	0		
Hispanic	5	Asian/Pacific Islander	1

4. No. Single Head of Household: 22

5. No. Limited English Proficient: 3

6. Outcomes — No. Participants

a. Tested higher on basic skills	
b. Improved communication skills	
c. Increased productivity	
d. Improved attendance at work	
e. Increased self-esteem	

7. Years with the company — No. Participants

Unemployed	- 0 -
0-5	109
6-10	2
11-15	4
16-over	3

Addendum to Quarterly Information Form
Program Summary
December 1993

The first block of training was completed the week of October 25, 1993. The Full Battery Tabe Level M test was utilized. Students were asked to complete course evaluation forms which were summarized for the external evaluator.

The numbers that actually started classes for Block I were 114, of which 75 finished and were assessed. These students will receive certificates of completion. See attached summary report. The assessments showed evidence of strong improvement, primarily in the reading and writing area. The attached evaluation sample provides the scale and grade improvement.

An instructor has been hired to develop some ESL materials for a small Hispanic component in the plant.

Those interested in GED have had the opportunity to pre-test to determine their level of ability. Presently the college is planning GED testing at the Hawarden High School.

The company CEO and Project Coordinator presented a paper at the Iowa Association of Lifelong Learning in Ames in October. Other presentations are planned.

Team building and problem solving classes have begun. Presently there are 3 groups of approximately 8-12/group being taught.

Basic skills training for Block I started November 2, and will end March 4, 1994. Presently it appears we have 118 enrolled. A number of these are dropouts from Block I, and over 25 are first time students.

On November 18, the external evaluator was on site and met with the administrative team, instructional staff and employee/students. A report is pending.

Budgets are well within the limits in most categories. At the end of the 8th month, we were 44% into the budget and had expended 30%.

WORKPLACE SKILL BUILDING
Evaluation Summary
Block I - Production Employees

		PRE-TEST			POST-TEST			AVG	AVG
		AVG %	AVG SCALE	AVG GRADE	AVG %	AVG SCALE	AVG GRADE	SCALE INC	GRD CHG
READING	□	92.4	783	9.5	96.5	792.9	10.3	10.2	0.8
	*	80.6	737	7.1	92.1	768.7	9.2	32.0	2.2
MATH	□	88.2	791	9.5	89.0	794.2	9.7	3.4	0.2
	*	80.0	758	7.9	82.7	773.3	8.6	14.9	0.7
WRITING	□	81.8	738	8.5	86.9	750.5	10.0	12.5	1.5
	*	75.7	712	7.2	83.9	739.7	9.6	27.3	2.5

□ - Includes averages of all employees taking class.

* - Excludes employees having "max" pre-test score of 10.9 G.P.A.

WORKPLACE SKILL BUILDING PROJECT SUMMARY

Block I

114 started classes for Block I training.

- 26 Reading
- 52 Math
- 36 Writing

75 completed Block I Training

- 18 Reading
- 34 Math
- 23 Writing

39 Dropped

Drops: 8
18
13

39 Dropped Course

- 8 Quit Work
- 8 Not Interested
- 10 Enrolling in Next Block
- 13 Unknown

FINAL FINANCIAL STATUS REPORT

for

Basic Skills in the Workplace

Form 269

FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned By Federal Agency	OMB Approval No	Page	of
U.S. Dept. of Education	E-V198A30015	0348-0039	1	1 pages

3. Recipient Organization (Name and complete address, including ZIP code)

Northwest Iowa Community College
603 West Park Street Sheldon, IA 51201

4. Employer Identification Number	5. Recipient Account Number or Identifying Number	6. Final Report	7. Basis
42-0826341	E-V198A30015	☒ Yes ☐ No	☐ Cash ☒ Accrual

8. Funding/Grant Period (See instructions) From: (Month, Day, Year)	To: (Month, Day, Year)	9. Period Covered by this Report From: (Month, Day, Year)	To: (Month, Day, Year)
3-1-93	8-31-95	3-1-93	8-31-95

10. Transactions:	I. Previously Reported	II. This Period	III. Cumulative
a. Total outlays			303,022.00
b. Recipient share of outlays			
c. Federal share of outlays			303,022.00
d. Total unliquidated obligations	[redacted]		
e. Recipient share of unliquidated obligations			
f. Federal share of unliquidated obligations			
g. Total Federal share (*Sum of lines c and f*)			303,022.00
h. Total Federal funds authorized for this funding period			303,022.00
i. Unobligated balance of Federal funds (*Line h minus line g*)			- 0 -

11. Indirect Expense	a. Type of Rate (*Place "X" in appropriate box*) ☐ Provisional ☒ Predetermined ☐ Final ☐ Fixed			
	b. Rate 8%	c. Base 280,576.00	d. Total Amount 22,446.00	e. Federal Share 22,446.00

12. *Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation*

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title	Telephone (Area code, number and extension)
Robert De Zeeuw - Manager, Business/Industry Institute	712-324-5061, Ext. 195
Signature of Authorized Certifying Official	**Date Report Submitted**
Robert De Zeeuw	11-21-95

Previous Editions not usable

Standard Form 269A (REV 4-88)
Prescribed by OMB Circulars A-102 and A-110

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FINANCIAL STATUS REPORT

(Short Form)

Please type or print legibly. The following general instructions explain how to use the form itself. You may need additional information to complete certain items correctly, or to decide whether a specific item is applicable to this award. Usually, such information will be found in the Federal agency's grant regulations or in the terms and conditions of the award. You may also contact the Federal agency directly.

Item	Entry

1, 2 and 3. Self-explanatory.

4. Enter the employer identification number assigned by the U.S. Internal Revenue Service.

5. Space reserved for an account number or other identifying number assigned by the recipient.

6. Check *yes* only if this is the last report for the period shown in item 8.

7. Self-explanatory.

8. Unless you have received other instructions from the awarding agency, enter the beginning and ending dates of the current funding period. If this is a multi-year program, the Federal agency might require cumulative reporting through consecutive funding periods. In that case, enter the beginning and ending dates of the grant period, and in the rest of these instructions, substitute the term "grant period" for "funding period."

9. Self-explanatory.

10. The purpose of columns, I, II and III is to show the effect of this reporting period's transactions on cumulative financial status. The amounts entered in column I will normally be the same as those in column III of the previous report in *the same funding period*. If this is the first or only report of the funding period, leave columns I and II blank. If you need to adjust amounts entered on previous reports, footnote the column I entry on this report and attach an explanation.

10a. Enter total program outlays less any rebates, refunds, or other credits. For reports prepared on a cash basis, outlays are the sum of actual cash disbursements for direct costs for goods and services, the amount of indirect expense charged, the value of in-kind contributions applied, and the amount of cash advances and payments made to sub-recipients. For reports prepared on an accrual basis, outlays are the sum of actual cash disbursements for direct charges for goods and services, the amount of indirect expense incurred, the value of in-kind contributions applied, and the net increase or decrease in the amounts owed by the recipient for goods and other property received, for services performed by employees, contractors, subgrantees and other payees, and other amounts becoming owed under programs for which no current services or performances are required, such as annuities, insurance claims, and other benefit payments.

Item	Entry

10b. Self-explanatory.

10c. Self-explanatory.

10d. Enter the amount of unliquidated obligations, including unliquidated obligations to subgrantees and contractors.

Unliquidated obligations on a cash basis are obligations incurred, but not yet paid. On an accrual basis, they are obligations incurred, but for which an outlay has not yet been recorded.

Do not include any amounts on line 10d that have been included on lines 10a, b or c.

On the final report, line 10d must be zero.

10e, f, g, h and i. Self-explanatory.

11a. Self-explanatory.

11b. Enter the indirect cost rate in effect during the reporting period.

11c. Enter the amount of the base against which the rate was applied.

11d. Enter the total amount of indirect costs charged during the report period.

11e. Enter the Federal share of the amount in 11d.

Note: If more than one rate was in effect during the period shown in item 8, attach a schedule showing the bases against which the different rates were applied, the respective rates, the calendar periods they were in effect, amounts of indirect expense charged to the project, and the Federal share of indirect expense charged to the project to date.

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FINAL EXTERNAL EVALUATION REPORT

for

Basic Skills in the Workplace

by

Donald Wederquist

FINAL EVALUATION REPORT

FOR

BASIC SKILLS IN THE WORKPLACE

NORTHWEST IOWA COMMUNITY COLLEGE AND COILCRAFT, INC

Northwest Iowa Community College and Coilcraft, Inc. entered into a Workplace Literacy Partnership to assess and provide basic skills for Coilcraft's employees with inadequate math and reading skills. The project was funded through a grant from the U. S. Department of Education for a period of 18 months.

Two hundred forty three (243) employees of Coilcraft, Inc., 215 Production Personnel and 28 Nonproduction, employees were assessed using the TABE assessment instrument Level M. The average age of the employees is 37. There were 152 females and 91 males assessed. Of the 243 employees assessed, 114 enrolled in Block I of training. The enrollment and completion in Reading, Math and Writing was:

Reading	26 enrolled and 18 completed the course
Math	52 enrolled and 34 completed the course
Writing	36 enrolled and 23 completed the course

Reasons given for the 39 dropping the courses were:

- 8 Quit work
- 8 Not interested
- 10 Enrolling in next BlocK
- 13 Unknown

The employees attending the classes attained a grade level change in Reading from a 9.5 to 10.2; in Math from 9.5 to 9.7; and in Writing from an 8.5 to 10.0. This indicates a significant

grade level change for 22.5 hours of instruction.

The counselor was provided the names of those that dropped and visited with those individuals to determine their reason for dropping.

An Individual Development Plan (IDP) was developed for all employees of the company. The plan consisted of information relating to Job or Training Goals, Basic Needs, Personal Issues and General Comments. The counselor met with the employees to develop and discuss the IDP and suggested classes to improve their basic skills.

A review of the student evaluations from Block I indicated an approval of the training program. A sampling of comments received are: It brushed up my skills and kept me fresh with material for now & the future. It helped me review. Words of parts and machines names are learned. The pre-test sessions on reading, writing and math were organized and conducted in a manner that was clear and easy to understand. I was satisfied with the quality of instruction, including the handout material.

Block II began on November 2, 1993 and concluded on March 4, 1994.

The enrollment and completion in Reading, Math and Writing for Block II was:

Reading	23 enrolled and 22 completed the course.
Math	42 enrolled and 28 completed the course.
Writing	28 enrolled and 23 completed the course.

The reasons given by the 20 individuals for dropping the course was as follows:

3 Quit work

6 Not interested

6 Pregnancy/Sick

3 For other reasons

2 Unknown

The employees attending the Block II classes attained a grade level change in Reading from a 7.8 to 9.0; in Math from 7.2 to 8.2; and in Writing from an 5.9 to 7.1. This indicates a significant grade level change for 22.5 hours of instruction.

A review of the student evaluations from Block II indicated an approval of the training program.

Betty Ruby, Ken Koch, Patty Emerson and Linda Mosher presented a panel session on the Workplace Literacy Program at Coilcraft, Inc. at the Missouri Valley Adult Education Association annual conference in Rapid City, South Dakota in April. Their presentation was well received by the attenders at the conference.

The following suggestions were made during the November visit and the response to those suggestions:

1. A follow-up of those individuals testing at the top (10.9) of the TABE with a higher level test to determine the actual grade level of these individuals.

   The TABE higher level test was offered to anyone who tested 10.9 or above on the original pre- or post-test. There was a total of 116 individuals

that scored above the 10.9 level of TABE. There were 38 in Reading and 10 retested at the higher level; 48 in Math and 7 retested at the higher level; and 30 in Writing and 4 retested at the higher level.

2. Have the plant manager insert a short note in each of the certificates congratulating the recipient on the completion of the training block.

   The plant manager and college have designed a certificate and presented this certificate to those individuals completing the Block. A note of congratulations was also given to each participant.

3. Begin an intervention program for those individuals that miss two consecutive classes. The instructor could inform the counselor of the absents and the counselor could meet with that individual to discuss the reason for missing the class.

   The intervention program was implemented. This program provided the counselor and training director to become cognizant of individuals having problems in class or on the job.

4. Northwest Iowa Community College should work with the training director, at Coilcraft, Inc., to involve the 37 individuals showing an interest in the GED program.

   Six students have completed all 5 areas of the

GED. Two students have completed 4 areas and 5 students have completed 2 areas. Eleven individuals have completed the Writing test, 8 the Social Studies, 9 in Science, and 10 in Literature and Math.

Block III began the week of April 5, 1994 with the following enrollments and completions in Reading, Math and Writing:

Reading: 20 enrolled; 12 completed

Math: 29 enrolled; 18 completed

Writing: 31 enrolled; 19 completed

The reasons for the 31 dropping the courses were:

7 - Quit Work

1 - Pregnancy/Sick

6 - Dropped the Course

1 - Unknown

16 - Did not take final - Vacations and increased orders for manufactured parts was the reasons for not taking the final. These individuals have since enrolled in Block IV.

The individuals in Block III classes attained an average grade increase of 1.7 in Reading; 1.0 in Math and in Writing. This indicates a significant increase in grade level with the 22-1/2 hours of instruction. This compares to an overall average increase of 1.6 in Reading; 0.9 in Math and 1.5 in Writing for Blocks I, II and III. Production in the plant continued to rise, however, the increase cannot be attributed entirely to the increased test scores achieved by the employees taking classes.

Additional follow-up and data analysis is required to prove the classes actually were a factor in increasing production.

For employees to perform their respective tasks efficiently and effectively, the availability of qualified, trained instructors and trainers is essential.

Coilcraft's Train-the-Trainer program was developed to provide a training tool to teach the fundamentals of instruction to prospective instructors. To become a skilled instructor or trainer, one must master a number of skills. To master these skills in order to become a qualified trainer, requires experience, knowledge and dedication.

By providing trained instructors to conduct future classes this will enhance and continue the basic skill training at Coilcraft.

Another area of the grant was the Team Building/Problem Solving component. Nine classes were conducted for the 3 different shifts at the plant. There were 109 participants in the "Basic Team Skills" classes. Each section of "Basic Team Skills" consisted of 8, 1 1/2 sessions.

Two groups, with a total of 15 participants, completed the "Leader/Facilitator Training" module. Classes were conducted in 3 hour sessions for 8 to 10 weeks.

Results of the GED testing during Block III are:

Writing	3
Social Sciences	2
Science	2
Literature	5
Math	3

Total testing completed as of August 1994

Writing	14
Social Sciences	10
Science	11
Literature	15
Math	13

8 Students have completed all 5 areas
3 Students have completed 4 areas
1 Student has completed 3 areas
3 Students have completed 2 areas

No additional classes were needed by the individuals to complete the GED tests. This was an excellent indicator of the quality of the basic skills program.

A "Mechanical Reasoning Assessment" was developed to assess the abilities of job applicants in identifying tools, mechanical problems and general math applications. Twenty individuals were assessed in a pilot program to determine the assessment instruments effectiveness.

An extension of the project was approved by the U. S. Department of Education through February of 1995. There was approximately $70,000 that may be expended. These funds were used to provide an abbreviated Block IV, that began September 5, 1994, and to extend the Team Training component of the grant. Considerable training was provided with the amount of funds available through the grant.

The enrollments and completions in Block IV in Reading, Math and Writing was:

Reading: 8 enrolled; 6 completed

Math: 21 enrolled; 10 completed

Writing: 22 enrolled; 12 completed

The reasons for the 21 dropping the courses were:

8 - Quit Work

1 - Pregnancy/Sick

5 - Dropped the Course

7 - Did not take final due to work load

The individuals in Block IV classes attained an average grade increase of 1.1 in Reading; 1.1 in Math and 1.4 in Writing. This indicates a significant increase in grade level with the 22-1/2 hours of instruction. This compares to an overall average increase of 1.6 in Reading; 0.9 in Math and 1.5 in Writing for Blocks I, II and III.

The Team Building/Problem Solving component of the grant was continued. Four classes were conducted for the 3 different shifts at the plant. There were 39 participants in the "Basic Team Skills" classes. Each section of "Basic Team Skills" consisted of 8, 1 1/2 hour sessions.

One additional course with 6 participants, have completed the advanced "Leader/Facilitator Training" module.

Coilcraft now has a company-sponsored person that, in addition to a normal work schedule, has completed a train-the-trainer program for teaching Basic Team Skills. This person will begin a Leader/Facilitator class for the 3rd shift soon.

Results of the GED testing as of December 31, 1994 are:

Writing	14
Social Sciences	11
Science	12
Literature	14
Math	13
	64

Number of students completing the areas of the GED test:

8 Students have completed all 5 areas
3 Students have completed 4 areas
1 Student has completed 3 areas
3 Students have completed 2 areas

Composite of the four Blocks of training:

AREA	ENROLLED	COMPLETED	DROPPED
Reading	77	58	19
Math	144	92	52
Writing	117	75	42
TOTALS	338	225	113

Reasons given for dropping were:

Quit Work	28
Not Interested	14
Enrolling in next Block	10
Unknown	16
Pregnancy/Sick	8
For Other Reasons	3
Dropped Course	11
Did Not Take Final	23
	113

Overall the project was a major success. Coilcraft and Northwest Community College are to be commended on an excellent job well done. The instructors were excellent and worked well with the participants.

Management of Coilcraft, Inc. was very impressed with the overall results of the program and have incorporated an assessment component for each new hire.

Based on the final narrative and financial report, there were over 9,800 contact hours of instruction generated, resulting in a local match of approximately $88,000. Although short of the orginal application of $108,000, all employees had equal

opportunity to attend all sessions and funds were well utilized to meet the objectives of the grant.

Respectfully submitted by Donald L. Westerguard

Evaulator

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October 10, 1995